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ABSTRACT

The second of a three-part series developed to show how the junior high school curriculum can be enhanced by adding real-life career oriented processes, the document provides further career exploration experiences for the eighth grade student. Building on the home model utilized in the seventh grade element of the series, the booklet treats the life style of the model family and explores the varying life styles of families choosing varieties of dwellings. A sequence of events encountered in planning and building a home is outlined. Academic areas and suggested speakers in relevant occupational areas are correlated to the construction timetable. Career exploration activities are related to the home building process in each of the following academic disciplines: art, English, foreign language, home economics, industrial arts, mathematics, physical education, science, and social studies. Each unit includes a list of classroom objectives, specific concepts, classroom activities, materials needed and sample instructional materials. The final section, Occupations in Housing, suggests reference and resource materials related to architecture, banking and money, building, city planning, engineering, interior decoration, home maintenance and repair, labor unions, landscape architecture, and other housing related occupational areas. (MW)

CAREER DEVELOPMENT

The Family - Home - Community Project

Robbinsdale Area Schools
Independent School District 281
August, 1973

Developed by the Hosterman Junior
High School Interdisciplinary Career
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PHILOSOPHY OF EDUCATION

It is the fundamental belief of the faculty of Independent School District 281 that education in a democratic society should provide an environment in the public schools which will enable the pupils to acquire information, skills, and knowledge; worthy ideals and attitudes; and appreciations and understandings conducive to successful and fruitful living in a changing world. Inherent in this concept of education is the provision for self-realization according to individual needs, interests, and abilities.

The school as an institution of our social order is organized to promote and perpetuate the fundamental aims, purposes, principles, and objectives of our democratic society. It is the function of the public school in a democratic society to take the children of all the people at the level at which they are and develop their abilities to the greatest extent through all school activities.

The committee wishes to acknowledge the help of:

Georgia Hardin
Sandi Hitch
Alice Holaday
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For their cooperation and support of Hosterman's Career Development program, the Career Development Committee wishes to express their sincere appreciation to:

Lyle D. Mottinger, Principal
Lawrence D. Villars, Assistant Principal
C. Alan Bodin, Assistant Principal

"The authors will show through the classroom activities that career exploration, instead of being a difficult and clumsy addition to the teaching process, actually becomes an efficient, affective vehicle for all types of learning."4

TABLE OF CONTENTS

Prologue

Explanation..... 1

Introduction..... 2

General Objectives..... 4

Classroom Objectives..... 5

Family Model..... 6

Family Model Budget.....10

The Community Model.....11

Sequence of Events.....13

Disciplines

Art..... 17

English..... 24

Foreign Language..... 42

Home Economics..... 45

Industrial Arts..... 60

Mathematics..... 66

Physical Education..... 73

Science..... 76

Social Studies..... 80

Bibliography.....122

EXPLANATION

This is the second curriculum publication by the Hosterman Junior High School staff.

The first units were concerned with the development of a Family Model and was introduced to the students in grade seven. It concerned itself with family communication, sociology, values, and "Who Am I?"

The materials found in this booklet are units that increase the student's career awareness not only through field trips, films, and reference materials but also by being afforded the opportunity to talk with the many employed persons who are directly involved in the building of houses. Life styles of these people, as well as the life styles of families choosing varieties of dwellings, will be explored. The eighth grade units are based on the Home Model.

In grade nine these students, having had the Family and Home Models as a background, will be ready to build a home to scale and to become members of the community in which their home is to be located. The ninth grade materials are to be developed in the coming year.

INTRODUCTION

"For the self is a sea - boundless and measureless..."

Kahlil Gibran
from The Prophet

From one perspective Kahlil Gibran's words offer an inspiring challenge: The challenge lies within each individual -- in the yet unexplored depths we call The Self. If the self is boundless and measureless, the possibilities for that self are also boundless and measureless. The future is full and waiting for discovery; the individual need only look within himself -- the possibilities have no limits!

From another perspective The Prophet's words may echo only the vastness, loneliness, and helplessness of the unknown. The Self is perhaps too boundless and measureless to be perceived, and therefore remains unexplored and uncharted; the possibilities never are discovered.

As educators, our goal, ideally, is to guide our students to an awakening of the potentials they possess, to a discovery of the possibilities waiting for them. We will always find ourselves confronted with students who view life and their own individual lives from one of these perspectives: those who are willing to awaken to the possibilities waiting for them -- and within them, and those who, for fear of the vastness, hesitate to have these countless possibilities introduced to them.

It is little credit to educators when students of the first perspective succeed, grow, and expand. For without us their growth would perhaps come anyway.. and might come more easily outside of the confines of our educational system! But the students of the second perspective are our real and continuing challenge. For them a limited look at themselves and thus their seemingly limited potential is sufficient. They appear to only be concerned with a present-day reality. A closer examination of these two perspectives has revealed to us that each has some good to give the other. Students (that's all of us!) need to have a willingness to face and deal with future possibilities and inner potentials, but we also need a concern for realities of the present.

We have come to the conclusion that if we are to help our students see their possibilities -- or first help them see the advantage of searching within themselves for these possibilities -- we have to make their search of self-realization relevant to their lives as they see them and experience them. This relevance must be the center from which we expand our programs; it must be the basis of our learning process. We need to begin by meeting our students where they are in their process of self-realization (not where we are or where we would like them to be) and work from that beginning. This process might not immediately meet our needs or help us reach our potentials, but by helping us deal realistically with our students' needs and potentials, we are developing our professionalism...and we are charting a sea that is boundless and measureless!

No doubt this sounds very "pie-in-the-sky," but we have learned from experience that taking something that is relevant to us and exposing the kids to it does not work. It doesn't because there is nothing within their reality to connect our ideas; to be valid a concept must be understood and real. (Kids are very cool, really, they simply won't do something if it is totally meaningless -- and that shows some hope and progress in itself.)

So, what we suggest is that classroom teaching be more involved with realities so that our students may search out themselves within these realities and then see their potentials. Reality -- the here and now -- must come first; the relevancy must be clear. If we take this approach, perhaps our students of the second perspective will gradually come to accept the possibilities open to them because they will gradually learn that they have the potential of facing those possibilities. In other words, we think we can structure our classes, or at least develop within our classes, an atmosphere in which our students will want to look at themselves as they are, where they are, and then proceed from there to explore what they will do. We need to make the sea of the self a little less boundless and measureless at first...a little less threatening.

Suzanne Kelley
Seventh Grade English

GENERAL OBJECTIVES FOR STUDENTS

Seventh Grade:

To develop each pupil's self-awareness.
To develop and expand each pupil's occupational awareness.
To improve pupil involvement by focusing subject areas around a career development theme.

Eighth Grade:

To provide experience for students to assist themselves in evaluating their interests, abilities, values, and needs as they relate to occupational roles.
To provide students with opportunities for further exploration of occupational clusters, leading to a tentative selection of a specific cluster for further exploration at the ninth grade level.

Ninth Grade:

To improve student involvement by making the subject matter more meaningful.
To provide guidance and counseling for the purpose of helping the students in selecting occupational clusters for future employment.

GENERAL OBJECTIVES FOR TEACHERS

To keep informed of present-day publications even though they may not be consistent with one's personal philosophy.
To relate what we offer in the way of subject materials with the world of work.
To relate to others in such a manner as to provide living models for our students.

CLASSROOM OBJECTIVES

Cognitive

Is able to identify potentials and interests.
Is able to interpret tables, graphs, and charts.
Is able to read for main ideas and details which support or contradict generalizations.
Is able to develop more effective listening, observing, and reading skills.

Affective

Empathizes with others.
Creates an atmosphere in which others feel secure.
Views self as a worthy person.
Develops a positive self image.

Psychomotor

Develops manual dexterity.
Develops gross motor coordination.

FAMILY MODEL

Preface

The family model is intended to be a flexible composite and is not intended to represent an ideal. There is infinite variety to the make-up and structure of successful and happy families. When introducing the family model, a discussion will follow which will hopefully bring out the many possibilities of successful family groups. It is hoped that individual instructors will change the model to fit their individual needs and those of their students.

Resource Information

The family is made up as follows:

Father, 40 years old
Mother, 39 years old
1 Boy, 16 years old
1 Girl, 13 years old
Family pet, either cat or dog or both

Living Situation

The family has recently moved into this area. They are presently renting but plan to build or buy at a future date. They are residing in a three bedroom house or apartment. This community was chosen because of the close proximity to the father's place of employment. The mother's job is within the locale. When they build their new home, the site will be within the community.

Economic Data

The father works for a large company. He is a skilled or semi-skilled laborer. The mother works part-time in a local retail establishment. The father's income is $225 a week, $11,700 a year. The mother adds $2,000 a year for an aggregate income of $13,700 before taxes.

Taxes, after all standard deductions plus those for medical insurance, etc., account for 20 percent of their total income. As the family is renting, this does not represent property or municipal taxes except indirectly.

Rent may be figured at $300 a month for the apartment, not including phone and electricity, which will add $30 to this total. Rent for the house will be set at $250 a month, not including utilities. Utilities break down as electricity, $20; gas, $30; phone, $10; water, $3. Upkeep in general is provided in the rent in both situations and includes major repair when needed.

The family has certain spending patterns that are predictable: groceries average $40 a week. Transportation costs are $180

a month, broken down as follows: there are two cars, one two years old with a $100 payment due, and a six-year-old car which is paid for and is shared by mother and son. Insurance for the two cars including all family members is $40 a month. Gas is $40 a month for the use in both cars, and the son pays for his own gas on a use basis.

Assets

The family has a free checking account of about $300. They have a savings account of $1,800 and stock ownership in the father's company. They own 20.5 shares; each share has an average market value of $30. An insurance policy has a cash-in value of approximately $1,200. The two autos have a combined loan value of $2,100. Add to this miscellaneous appliances and furniture.

Liabilities

The loan on the family car will be paid up in one year as they still owe $1,200. They have three major revolving credit accounts, one at Sears for $200, one at Dayton's for $150, and one at Penney's for $100. No other outstanding debts have been accrued. The 13-year-old girl, however, has been receiving orthodontal care not covered by medical insurance and this care has been estimated at an additional $1,000 over the next year if the program is continued.

Unusual and unexpected costs may be accrued by the family during the year, such as: loss by theft or any loss not covered by insurance, needed repairs on the family autos, especially the older auto, additional insurance expenses should the 16-year-old boy buy his own car and not be a 10 percent driver, replacement or major repair on appliances, and death expenses for a close relative outside the immediate family. Also, the family income may be affected by loss of or cut-back in the hours of the mother's job, strikes or layoffs in the father's job, or a combination of these things.

Sociological Data

The family as a group and as individual members have well defined leisure time interests and activities. The father enjoys watching organized sports and occasionally sees a major sporting event. He also enjoys handyman jobs around the house or apartment. He is seriously thinking about his retirement needs in the not too distant future.

The mother is re-examining her role in the family. As the children have now reached the age where they take care of themselves for short periods of time, she finds she has more time to devote in developing her personal interests. She is a member of a bowling

team, she enjoys reading and is planning the decor of the house to be built. She has enrolled in a night course to learn ceramic techniques. She and her husband are members of a Wednesday night bridge club, although hers is the greater interest.

The 16-year-old boy's interest is in owning his own car and secondly in getting a job. In school he is active in the sports program. He is dating and has a part-time job.

The 13-year-old girl has a great interest in learning personal grooming and in current music and fashion trends. Like her brother, she has no defined career goals but is thinking strongly of doing something in the social-humanitarian area.

The family frequently attends religious services. Their entertainment consists of games, a movie all agree on, and frequent motor trips on weekends. Every year a vacation is planned for a week or two, usually a lake cabin retreat, but sometimes a trip to other parts of the country to visit relatives.

Problem Areas

The greatest single problem as identified by individual members of the family is an inter-personal lack of understanding (empathy). Because of this, communication barriers exist from time to time. The father sees a wasted life for his son unless he chooses a career (preferably one requiring a college education, which he did not have) and puts all his efforts in that direction. He also wishes his son knew the value of a dollar, respected authority, and at the same time was more individualistic: "Just because all your friends wear their hair down to their navels isn't any reason you have to."

The son, in turn, feels the father tends to be arbitrary in his decisions, especially about whose job should be what around the house/apartment. He secretly admires certain qualities his father and mother have, but wouldn't think of verbalizing them. He feels his mother still treats him as a little boy even though he sees himself as an adult (After all, I have my driver's license now!). He has all the standard concerns of people his age about social prejudice, pollution and war, along with some simplistic answers. He is not as concerned as his sister is, however, and feels her more vocal protests are a sign of her immaturity ("When she's my age, she'll see things differently.").

The daughter's main concern is that she is not taken seriously. She feels that she is not being allowed to grow up fast enough. She participates in "walks" for various causes, and helps out on environmental collection drives. In school she is known as a "live wire," is in the Pep Club and Poster Club, and is a member

of the Student Senate. She feels her mother and father lack an understanding of world problems. She feels her brother is too concerned with himself and not enough with other people.

The mother's chief concern is that her children are taken care of and are happy. This, she feels, is sometimes a difficult task. She sees her role as holding the family together and acting as a sympathetic listener to all the individual problems. She also feels she has a growing responsibility to develop her own interests and wishes her husband would take more interest in leisure-time activities, especially those of a cultural nature ("Oh, dear, please, not another ball game!").

FAMILY MODEL BUDGET

Combined Yearly Gross Income	$13,700.00
Combined Monthly Gross Income	$ 1,142.00
(Withholding Tax 20%)	228.40
Net Income	$ 913.60

Expenses

Groceries/Household Supplies	$ 160.00	
Transportation	180.00 [1]	
Rent	(house) 2[illegible]0.00	(apartment) 300.00
Utilities	65.00	30.00
Credit Accounts, Installment Buying	40.00	
Employment Expenses	10.00 [2]	
Payroll Savings	40.00	
Clothing	50.00	
Dental-medical Expenses	50.00	
Church	8 00	
School Expense (hot lunch, locker fee, etc.)	14.00	
Vacation (local lake cabin)	25.00	
Recreation	20.00 [3]	
Total Expenses Per Month	$ 912.00	$ 927.00

Due to fluctuating economic conditions, the students should base all of their financial decisions regarding the family and home models on information received from resource speakers.

[1] Includes gas, insurance, car payment
[2] Union dues and life insurance through the union
[3] Son and daughter provide the bulk of their own recreational expense through baby-sitting for the daughter ($5 a week), and the son's part-time job ($20 a week).

THE COMMUNITY MODEL

YOUR TOWN, U.S.A., POPULATION 30,000

Location

It is a suburb bordering an urban area. There are no defined business districts, but it contains or is near several shopping complexes. It includes an industrial park and scattered small manufacturing and business concerns. Of the private land available, 30 percent is zoned for commercial light and heavy industrial use, 20 percent residential zoning for multiple dwellings, and 50 percent for single unit dwellings. 20 percent of the total land area is publicly owned.

Schools

This community is one of three in a consolidated school district. The community has public, parochial, and private schools. One of the public high schools is a vocational technical school.

Medical

Local clinics within the community provide most medical needs and hospital services are nearby. There are three nursing homes in the area.

Transportation Facilities

Major trunk highways, interstate, county, and municipal highways are all in good repair. There is a metropolitan bus service, while railroad services exists for freight only.

Parks, Libraries, and Recreation

The community has neighborhood parks with full winter and summer recreational facilities and programs. A branch of the county library is located in the community. There are two bowling alleys, one motion picture theater, and various quick order and family restaurants.

City Government, Police, and Fire Departments

The community mayor or village-manager and council type government is elected every two years. The fire department is volunteer except for the chief and two assistants, and the police force has 30 officers.

Sociological Data

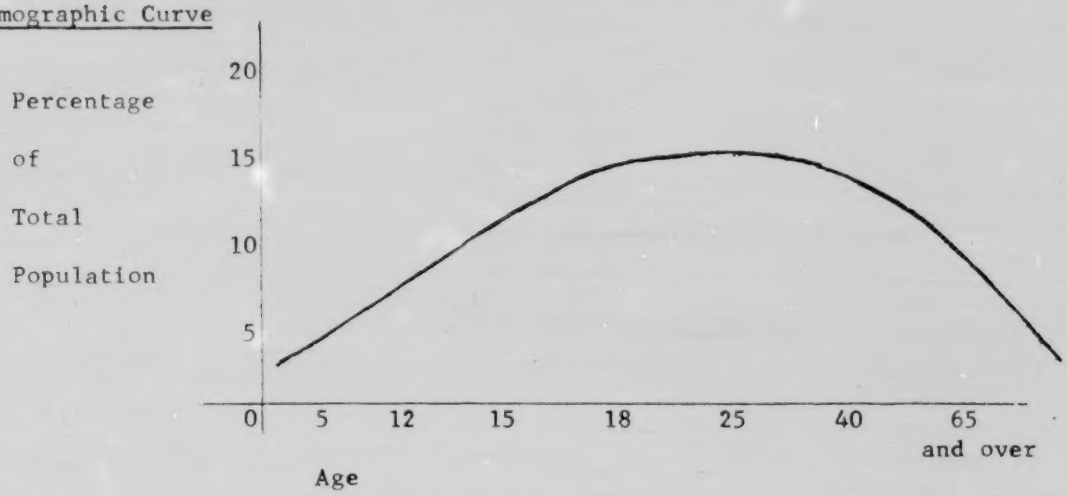
The family model represents the average age, income, and life-style for this community.

Racial Balance

The population of this community is 95 percent Caucasian, three percent Afro-American, and two percent Indian, Oriental, or Mexican-American.

THE COMMUNITY MODEL

Demographic Curve



Churches

All major faiths are represented.

Topographical Features

Land contour: in the northeast quadrant are gently rolling hills which taper off toward the southwest, where the land is generally flat. Originally it was an eastern hardwood forest until European settlement and farming came. When the suburb was incorporated, surrounding farmland gradually turned into housing sub-divisions. There are two lakes within the community: Lake Zingy, 300 acres, and Lake Minny, 150 acres. One stream, Helling Creek, originates in Lake Zingy and flows into the Mississippi River.

HOME MODEL

The family is probably able to build about a $31,000 three-bedroom rambler.

Taking into account the family's income and a general "rule of thumb" of 2½ times the yearly income, the family should be able to afford a house in the lower $30,000 bracket.

SEQUENCE OF EVENTS

OUTLINE	DISCIPLINES	TIME	SPEAKERS
A. NEEDS ASSESSMENT 1. Financial situation 2. Family size 3. Housing alternatives a. Renting b. Buying	English Home Economics Math Social Studies	3 weeks	Realtor Apartment manager Home economist Financial counselor Architect Bank officer Alternate living stylists
B. INITIAL PLANNING 1. Type of home a. Dimensions b. Type of construction c. Number of finished rooms and expansion space 2. Location	Social Studies Math Industrial Arts Physical Education Home Economics Foreign Language	4 weeks	City engineer City planner Architect Alderman and councilmen School officials Building inspector Realtor Religious leaders Zoning commissioner Parks/recreation director Police Fireman
C. PRE-CONSTRUCTION PROCEDURE 1. Blueprint and lot selection 2. Building estimates and revisions if needed	Industrial Arts Math Science Art	4 weeks	Surveyor Planning architect Contractor Draftsman Realtor Appraisor Tax assessor County engineer Consulting geologists Hydrologists Conservation/natural resources

SEQUENCE OF EVENTS

OUTLINE	DISCIPLINES	TIME	SPEAKERS
D. FINANCING 1. Types 2. Loan qualifications 3. Financing cost comparison 4. Real estate tax and insurance costs 5. Hidden costs (fees, title search, closing costs, and deeds) 6. Legal responsibilities 7. Interim financing	Social Studies Math English	4 weeks	Financing banker Loan officer Appraisor Credit analyst Lawyer Tax assessor Insurance underwriting salesman Actuary Veteran's Administration official F.H.A. G.M.I.C. Minnesota Consumer Affairs Better Business Bureau Dunn-Bradstreet
E. CONSTRUCTION 1. Selection of builder a. Budgetary allowance b. Building permit c. Contracting and sub-contracting 2. Utilities hook-up 3. Inspection for code requirements 4. Rough grading and driveways	Industrial Arts Science Social Studies Math Physical Education	Continuing	City clerk Contractor/Superintendant Surveyor Heavy equipment operator Truck driver Roofer Mason Laborer Plumbing inspector Electrical inspector Sheet rocker Taper Painter Rough carpenter Plasterer Tile setter Cabinet maker Hod carrier

SEQUENCE OF EVENTS

OUTLINE	DISCIPLINES	TIME	SPEAKERS
			Finish carpenter Cement finisher Block layer Heating specialists Millrights Electrician Plumber Union business agent Apprentice Electrical hook-up Telephone hook-up Redi-mix delivery Insulation installer Window installer Steel post and beam installer Sprayers for ceiling
F. INTERIOR DECORATING 1. Painting and staining 2. Appliances and fixtures 3. Floor and wall coverings 4. Furniture selection	Art Home Economics Foreign Language	4 weeks	Truck driver Painter Finish electrician Carpet layer Upholsterer Paper hanger Interior decorator Finish plumber
G. CLOSING 1. Insurance 2. Financial inspection	Math Industrial Arts	1 week	Gas installation Heavy equipment operator City inspector Financial inspector Lawyer Register of deeds Notary public Loan officer Insurance salesman

SEQUENCE OF EVENTS

OUTLINE	DISCIPLINE	TIME	SPEAKERS
H. LANDSCAPING 1. Planning 2. Final grading 3. Sodding and/or seeding 4. Planting trees and shrubs	Science Art Home Economics Math	3-4 weeks	Truck driver Sod layer Cement mason Heavy equipment operator University botanists Landscaper Nurseryman Soil analysts

Each sub-contractor has an office and staff to coordinate activities and record-keeping.

Each product used in the construction process has a company staff to produce , sell, and maintain their product.

Producers, distributors, wholesalers, jobbers, and retailers also enter into the flow of goods to the consumer.

EIGHTH GRADE ART

Art and art-related careers are an important part of defining the family model's individual and group interests into meaningful design solutions. Students will be exposed to categories of interior trim and furnishings. Students will be encouraged to use decorating materials in ways that satisfy individual and group needs both psychologically and economically.

Knowledge of design principles aid the students in creating exciting personalized interiors and exteriors. The eighth grade art activities will stress developing personal design judgment along with a knowledge of which resource people are available to the family for interior and exterior design. Field trips will also give art students a practical on-site view of successful home interiors and exteriors.

Classroom Objectives

Cognitive

Is able to make design decisions based on knowledge of personal interests and design principles.
Is able to identify color harmonies and discordant color combinations.
Is able to create individualized and family room settings.
Is able to arrange wall and floor coverings and accessories to decorate individual rooms.
Is able to develop more effective listening, observing, and reading skills.

Affective

Makes value judgment between design alternatives.
Understands other's aesthetic needs and is able to reach family consensus.

Psycnomotor

Develops manual dexterity.
Develops gross motor coordination.
Develops hand-eye coordination.

Specific Concepts

Wall accessories
Floor accessories
Statuary
Window and door placement
Furniture placement
Scale drawing
Floor coverings
Wall coverings
Personal interests
Symbols
Site orientation
Acclimitization
Plant types
Shade needs

Activity I (to be used with "Section F: Interior Decorating")

Many times the final decoration of a room depends upon a few well-placed accessories. Generally accessories may be divided into these categories: wall accessories, floor accessories, and statuary.

Wall accessories include such items as mirrors, paintings, prints, mosaics, tapestries, plaques, plates, sconces, and book shelves.

Floor accessories include such times as scatter rugs, rug runners, pillows, and standing statuary and large potted plants.

Statuary includes such things as bric-a-brac, figurines, flowers, plants, and ash trays.

By reading such home-oriented periodicals as House and Garden, Home Beautiful, Better Homes and Gardens, and Good Housekeeping, and other publications, compile a scrapbook which would collect ideas for using accessories in the home. It should be divided into the three categories. Try to choose accessories that reflect your own personal tastes and interests. All furnishings in the family areas should reflect the needs of the family members.

The accessories may be further categorized into color groupings, individual items such as a portfolio for lamps, statues, potted plants, etc.

Activity II (to be used with "Section F: Interior Decorating")

Interior decorating is an exciting art field. The decorator assists clients in making design decisions based upon individual needs. Occasionally, he works with architects in furnishing a dwelling or structure.

The interior decorator makes design decisions based upon knowledge of color harmonies, design principles, and product knowledge of a wide range of furniture, coverings, and accessories.

In this activity, the student will learn about interior decorating by developing a redecorating plan for his own room.

First, the student is to make a scale drawing of his bedroom including door and window openings, closets, and shelves. The way the door opens is important. Also, the student should indicate what areas surround the room.

Secondly, the student should choose the color or colors he wishes to use in decorating his room. He will also look through fabric and wall paper samples to make wall covering choices.

Thirdly, the student will choose accessories to indicate his interests. Accessories include lamps and tables, posters, books, art objects, displays of collections, plants, and millions of other objects.

When all the selections of the design elements are made, the student must arrange them in a personally satisfying way. By studying the solutions to decorating the small bedroom, the student finally draws a second scale drawing showing furniture placement. Along with the second scale drawing, the student shows through pictures or drawings his accessories choices. There should also be examples of floor and wall coverings, drapes, and bed spreads.

Activity III (to be used with "Section H: Landscaping")

Landscaping blends the dwelling to its site. Careful attention should be paid to choosing plants that are area acclimated, require less care, are hardy, and that will provide shade, privacy, and aesthetic beauty.

Once plants, trees, and shrubs have been chosen, they may be arranged on the site.

The plants' characteristics will help determine their placement.

Certain general rules should be followed:

1. Large trees should be planted so that their root systems will not interfere at maturity with foundations, driveways, walkways, or underground utilities.

2. All plantings should be spaced to allow for maturity.

3. Steep slopes that are not practical for sod may be terraced or planted in an acclimatized ground cover.

To introduce the above concepts to the students, a field trip to a local arboretum is suggested. In the Minneapolis area an arboretum is available near Chanhassen. Guides are available for tours and speakers will visit classrooms upon request. Prepare students for the trip by a brief discussion of the above concepts using slides or pictures representing the arrangement of plants and shrubs. Note: plants periodically are on sale at the Arboretum and students could purchase small plants or shrubs to plant on the school ground or to grow in the classroom under experimental conditions. The same type of plant could be planted in sand, loam, clay, and undifferentiated decayed bedrock, and the effects of soil on growth observed.

Activity IV (to be used with "Section H: Landscaping")

Have the students list the shrubs on their lots and indicate their relative positions. (Draw a rough diagram.) From what they have learned, what placement, if any, would be changed? What additions could be made and where? Be sure to use the symbols on the work sheet.

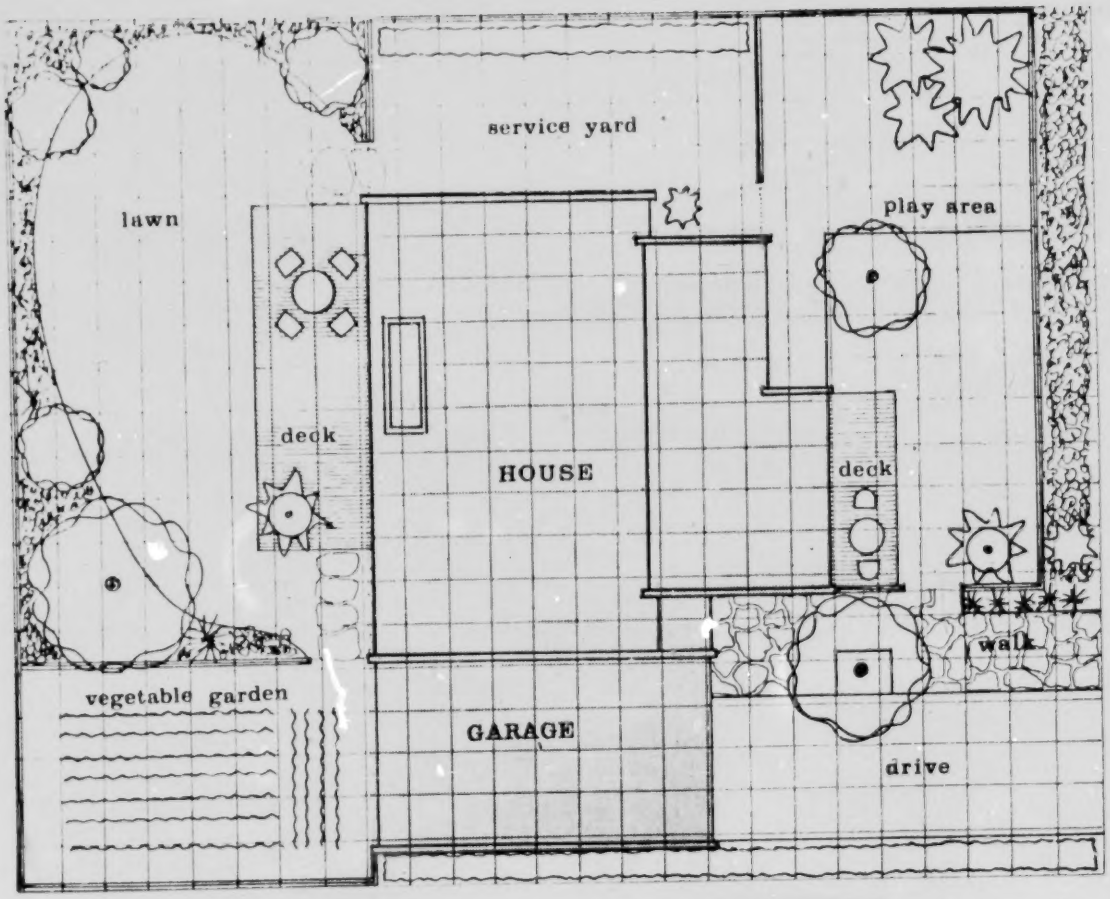
Activity V (to be used with "Section H: Landscaping")

Conduct a class discussion with a nursery man or conservation official covering which trees and shrubs are native to this area, the root systems, susceptibility to disease and weather, growth rates, care, and suggested used of various types of plants.

Resource people are available from area nurseries and the State Department of Forestry.

Materials Needed

Periodicals
Scrapbook
Pen and ink
Glue
Graph paper
Wallpaper and rug swatches
Resource persons
Plants
Rock
Soil



Landscape Plan
DESIGN: ADRIÁN MARTÍNEZ

0 3' 6' 9' 12' NORTH

Landscape Symbols

This plan shows the definition of separate areas—service area, play area, deck, lawn, vegetable garden. Yet each one ties into the other. There is harmony and scale. There is ample use of plants and yet plenty of paved area for outdoor uses.

Hedges and walks are well planned; the sweep of greenery around the lawn is a handsome border for privacy and visual appeal. A fence frames the property, although it is quite possible it would not be needed for the garden is obscured from view by the plantings on almost all sides.

The paved areas may be concrete block, brick, tile. Only the lawn is mandatory, as it is an essential balance for texture and color within the whole framework.

Plotted on graph paper with a three-foot scale, the plan also shows landscape symbols and how to use them to plot your property.

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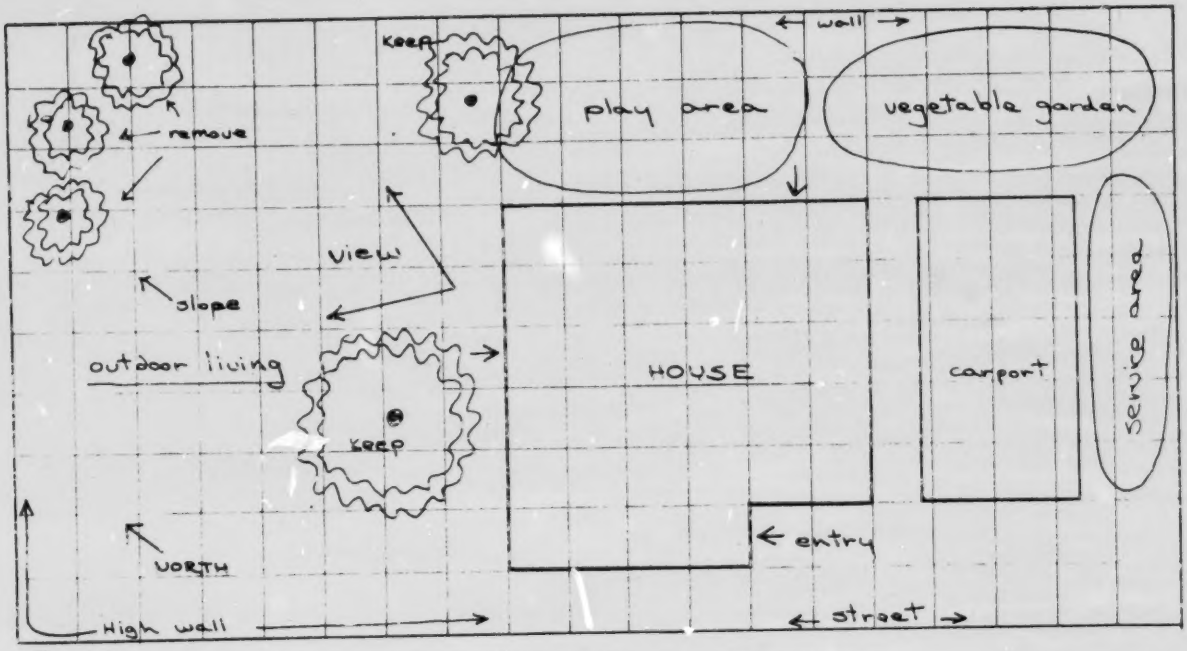
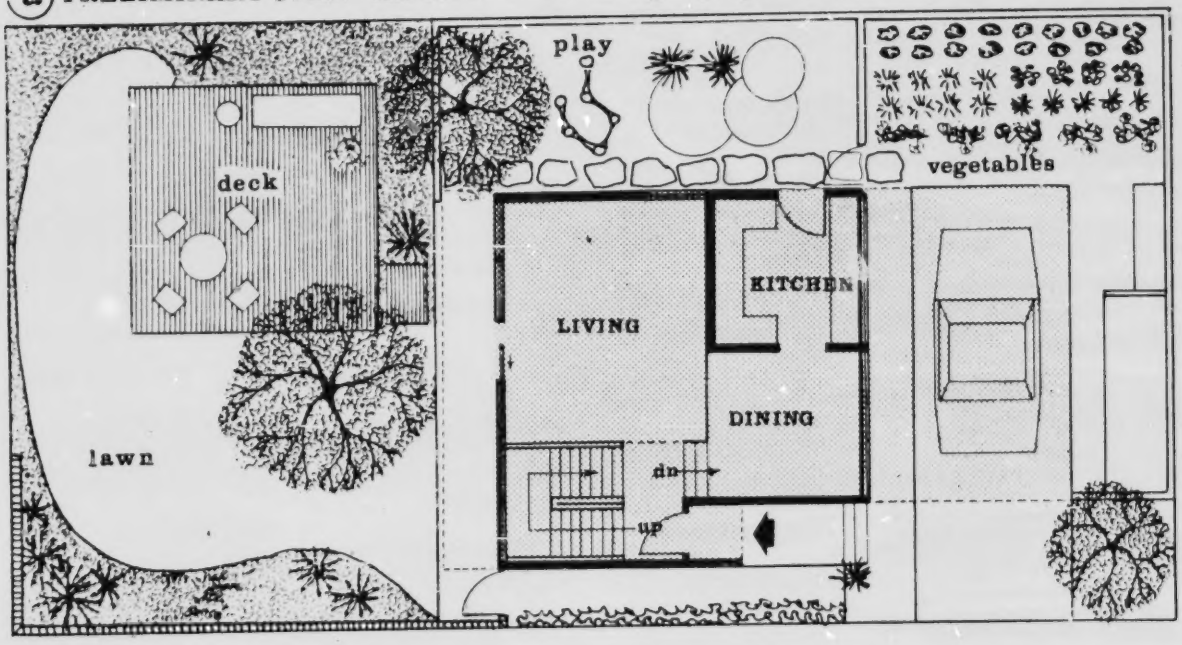


(a) **PRELIMINARY PLAN** site conditions, existing & proposed areas



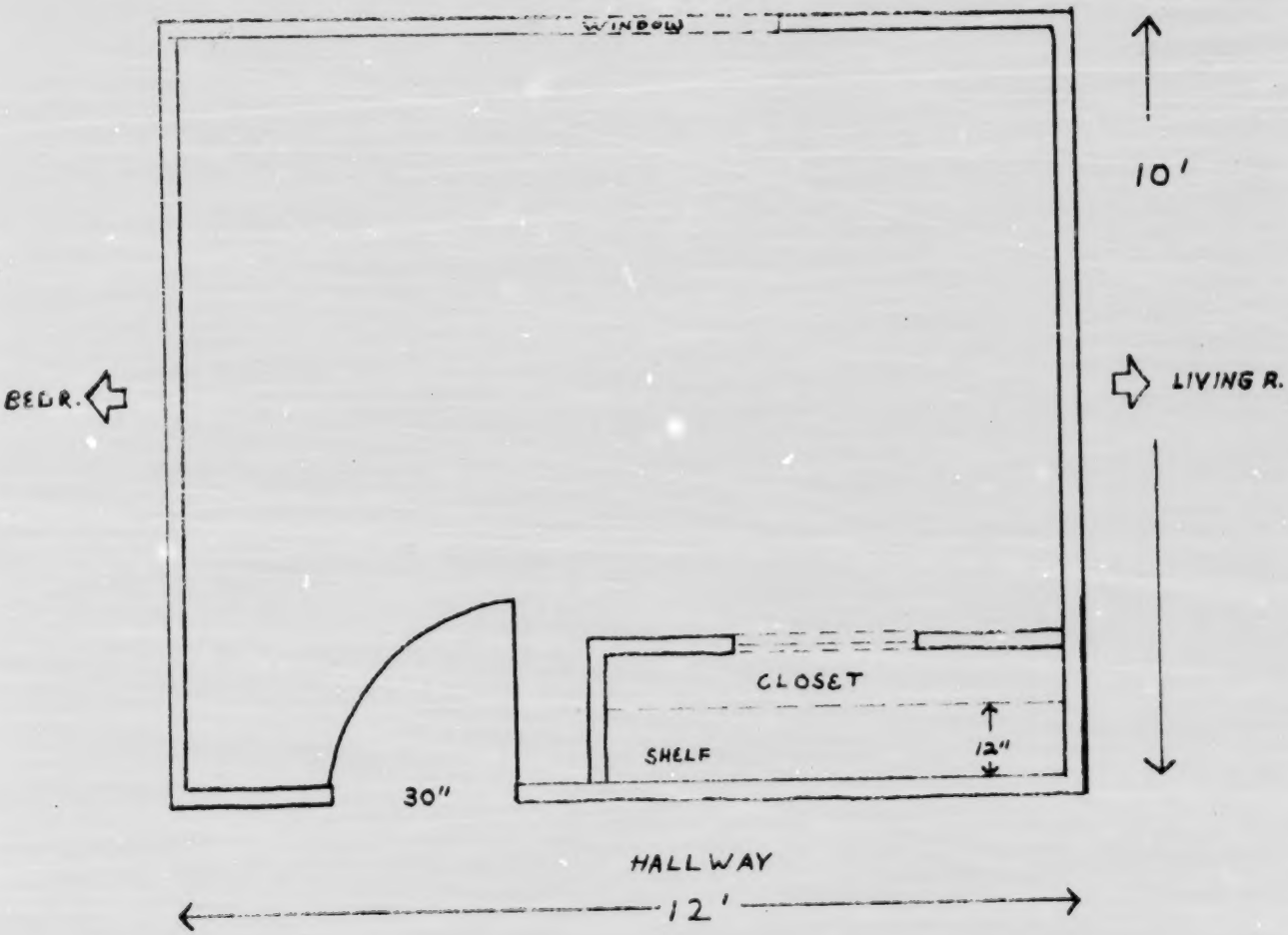
(b) **FINISHED PLAN** area development, planting

Making a Landscape Plan

NAME

Room Bedroom

SECTION



Scale ½" = 1 FT.

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EIGHTH GRADE ENGLISH

If you were an eighth grade student and were confronted with the confusing multitude of general career descriptions, i.e., pamphlets, occupational encyclopedias, films, fictionalized stories based on career stereotypes, etc., what would you do? Probably not much. You would simply be overwhelmed. You wouldn't be able to see how it could possibly apply to you, or to what you value or to how you see your future and probable lifestyle. It would remain just a confusing multitude of not very relevant material.

Eighth grade students are in a period of transition. They are no longer children who have all of their needs met by external sources, yet they don't possess the knowledge or experience to be an adult and make long-term decisions which affect them for the rest of their lives. Concentrated assistance is needed during this crucial period to help the students interpret existing career related materials in accordance with individual interests, values, and needs. In order to facilitate this transition, the students will be given practice in identifying various personal attributes which may shape future career choices and lifestyles.

Classroom Objectives

Cognitive

Is able to list values and interests which come from school, family members, and peer group relationships.
Is able to clarify purpose or theme.
Is able to read for main ideas and details which support or contradict generalizations.
Is able to be aware of the complicated nature of legal contracts and accepts the necessity of careful interpretation of such documents.
Is able to identify various lifestyles and able to analyze which types of people would be happy living in that manner.
Is able to evaluate information and sources of information by:
- -distinguishing between relevant and irrelevant information
- -checking on the bias of the author or other sources of information
- -distinguishing between facts, inferences, estimates, and value judgments
- -checking for a completeness of information

Is able to interpret written material, tables, graphs, and charts.
Is able to develop more effective listening, observing, and reading skills.

Affective

Develops a positive self image.
Empathizes with others.
Views self as a worthy person.
Is curious about personal and social data.
Sees school as a place for self development.
Remains sceptical of conventional truths.
Sees the importance of examining, identifying, and clarifying the student's own values and working out a consistent value system.

Psychomotor

Develops manual dexterity.
Develops gross motor coordination.

Specific Concepts

Communication
Mechanics of communication
Need for communication in daily life and business affairs
Identification
Role playing
Small group discussion
Humanization
Transactional analysis
Interdependence

Activity I (to be used with "Section A: Needs Assessment")

Word Association In this activity the teacher will read a list of words naming kinds of living places. Each student will be given the task of writing the first word which associated with each of the different living places. The teacher may use the following list of dwellings.

1. canvas tent
2. townhouse
3. high-rise apartment
4. log cabin
5. tenement
6. apartment
7. duplex
8. rambler
9. slum house
10. trailer house
11. farm house
12. cabin
13. mansion
14. teepee
15. igloo
16. penthouse
17. dormitory
18. mobile home
19. bunk house
20. castle
21. efficiency apartment
22. hut
23. federal housing project
24. rest home
25. suburban tract house

If either the teacher or students have other dwelling names in mind, add them to the list.

Prior to reading the list the teacher should remind the students to mentally catalogue the reasons for each work association which they make. Upon completion of this activity, divide the students into "buzz groups" of two, four, or six students each. (If any dwelling name is unfamiliar to the student, he should leave it blank.)

The group should select five dwellings for the purpose of discussion and analysis. The analysis shall consist of a description of the physical setting, inhabitants, and general lifestyle. For each dwelling the small group should fill out the dwelling description form based on the general consensus of the small group. Upon completion of this task, the teacher should post all completed forms on the bulletin board and be sure that every student has the opportunity to become familiar with each living place and its characteristics.

Activity II (to be used with "Section A: Needs Assessment")

In this activity the students will use the general information gained from Activity I. It will be the task of the students to suggest proper housing alternatives for specific types of people. The teacher should read to the students the enclosed case study descriptions of people looking for a place to live. The student should then suggest either orally or by writing, two types of dwellings which would be "appropriate" for these people. Specific questions from the students about the people should be answered by the teacher. Typical questions may revolve around lifestyle and value prespectives of the dwelling searchers. It is suggested that the teacher inform the students that the skills gained from this activity will be very useful in the future when a dwelling will be planned for their Model Family and possibly for their own future decisions.

The dwellings the students select for these people MUST come from the want-ad section of the local newspaper.

Case Study A The Smith Family
The Smith family recently moved here from Atlanta, Georgia. The family consists of Fred and Mary Lou Smith and their two young children, Harvey and Grace. Mr. Smith has been unable to find employment since moving here and they are currently staying with relatives on a temporary basis. Mr. Smith has been encouraged by the number of job opportunities found in the latest newspaper want-ad section and is sure he will have a good-paying job soon.

Where would you encourage them to locate and what type of housing would you recommend? Be sure to back up your recommendations with sound reasons.

Case Study B The Miller Family
Bob and Lucy Miller were recently married and need a place to live. Both are 23 years old and have graduated from college. Bob is a

business accountant for a large manufacturing firm and Lucy is an elementary teacher. Their combined yearly gross income is $18,000 with reasonable assurance of improved earnings in the years to come. Both are very outdoor-oriented in terms of their recreation and they enjoy having pets around.

Where would you encourage them to locate and what type of housing would you recommend? Be sure to back up your recommendations with sound reasons.

Case Study C The Johnson Family
Bill and Clara Johnson are forced to find new housing due to urban renewal in their current area. Both are of retirement age, but Mrs. Johnson must supplement their Social Security income by working part-time as a sales clerk because Mr. Johnson's health will not permit him to work. Their four married children are living in other cities and cannot be of help. The city has paid them $12,500 for their old home and will pay for their moving expenses. The mortgage on their old home can be paid off with $3,500.

Where would you encourage them to locate and what type of housing would you recommend? Be sure to back up your recommendations with sound reasons.

Case Study D Joel Kohl
Joel Kohl is a free lance photographer who receives most of his fluctuating income from commissions on work done for an underground newspaper and any pictures he sells through two small galleries which display his work on consignment. He was evicted from his last residence for non-payment of rent and violation of apartment maintenance rules. While his living conditions are unstable, he enjoys his work and feels that his lifestyle suits him. A home is important to Joe as he needs space from a dark room and a roof over his head.

Where would you encourage him to locate and what type of housing would you recommend? Be sure to back up your recommendations with sound reasons.

Case Study E The White Cloud Family
Raymond and Mary Whitecloud have decided to leave the Indian reservation because of living conditions and inadequate education from their five children. Raymond is involved in a federal job program which has found him a job as a laborer for a construction firm in the city. He has been guaranteed year-round work at $6.50/hour, with attractive fringe benefits of paid-for health and dental care. Other Indians who have become involved in this program have found it to be a satisfying, lucrative, and rapid means of improving their family's living conditions and lifestyle. Raymond, however, maintains strong ties to friends and relatives on the reservations and has worries about his family being swallowed

up in a white middleclass value system and lifestyle.

Where would you encourage them to locate and what type of housing would you recommend? Be sure to back up your recommendations with sound reasons.

These case studies are samples. If the teachers wish to alter, eliminate, or construct new case studies, they are encouraged to do so.

Activity III (to be used with "Section A: Needs Assessment")

Appendix: Transactional Analysis
Included with the other activities for English in the Needs Assessemnt section is the following background information on transactional analysis. The importance of efficient and worthwhile communication between the family model members when planning a home is obvious. Also, accurate communication is imperative with all the people with whom the family will come in contact while building the home. Transactional ayalysis can be a valuable tool in helping to make communication easier and more effective.

The teacher should have copies or summaries made for the students. After discussion and a question-and-answer session, the role playing exercises should be used.

Activity IV (to be used with "Section D: Financing")

Since this section deals with familiarizing the students with the various types of loans and loan qualifications, direct contact with experts in this area is recommended. The following kinds of people could be brought into the classroom to describe their function in the home acquisition process:

a. Real estate salesman
b. Lawyer
c. Banker
d. Insurance agent

These people should be directed to:

a. Provide students with a general description of their job.
b. Acquaint students with the usual written and oral communication which takes place between buyer and seller or buyer and builder. (Encourage speakers to provide students with appropriate forms.)
c. Identify frequent problem areas of ignorance, conflict, or misunderstanding for the prospective homeowner.
d. Discuss the legal vs. moral obligations of written contracts.
e. Be willing to field any questions the students might have in the speaker's area of expertise.

DWELLING DESCRIPTION FORM

PHYSICAL SETTING

1. How many people live in the dwelling?
2. What kinds of furniture are found in the dwelling?
3. What is the climate around the dwelling?
4. Are there trees in the area?
5. What are the sanitary conditions within the dwelling and in the immediate area?
6. What is the size of the living place?
7. List the types of animals found inside/outside this dwelling.
8. What transportation facilities are located around this dwelling?
9. What recreational facilities are located around this dwelling?
10. What services are made available to people living in these dwellings?

INHABITANTS

1. What are the ages of the people living in this home?
2. What is the occupation(s) of the people living in the dwelling?
3. What is the income of the people living in the dwelling?
4. What ethnic group do these people belong to?
5. In your opinion, are the inhabitants of this dwelling happy?

   What do you feel are the causes of their happiness or unhappiness?
6. What language do these people speak?

LIFESTYLES

1. What type of dress is found to be typical of the people living in this dwelling?
2. How do these people have fun?
3. How many hours do these people spend (per day) working, sleeping, or playing?
4. What recreational equipment do these people own?

5. Do these people own any automobiles?

6. What types of food do these people eat?

7. What do these people feel good about?

8. What do these people feel bad about?

9. What do these people wish for the future?

10. Do these people have a religion?

PERSONAL COMMENTS

1. Would you like to live in this dwelling?

2. Are you presently planning your life so you will be able to buy or afford a dwelling such as this?

3. Is this dwelling better or worse than the place you are currently living?

4. Would you work to achieve a dwelling similar to the one you just described?

TRANSACTIONAL ANALYSIS - TA

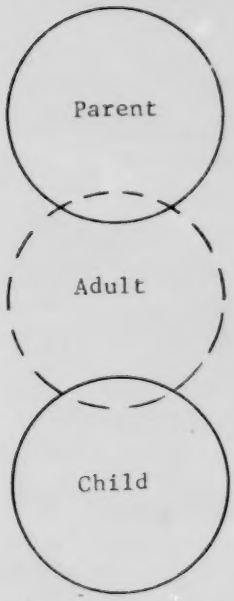
Large Groups

This theory is developed by Dr. Harris in the book, I'm Okay--You're Okay, and is based on readings from Games People Play. It is a simple concept, easily understood by people of all ability levels, and its beauty lies in its applicability by the layman. Transactional analysis, or TA, enables people to examine their own and others' behavior in terms of what, exactly, is happening during the process of communication: what makes a communication worthwhile and satisfying, while another breaks down instantly, or worse, results in an uproar, or game-playing, or some other unpleasant situation.

Dr. Harris postulates that the brain is much like a computer, whose tapes are the input of all that has happened in the past. He bases his theory on the experiments that have been done with the human brain. People react, when certain areas of the brain are stimulated, by remembering events in the past, and along with remembering, they feel a certain mood--happiness, sadness, even movement.

There are times when someone pushes our computer button and a tape from the past comes on. Are we the helpless victims of these tapes? They are, after all, non-erasable. While we are stuck with them, we don't need to let them govern our actions, if we can spot them and control them.

Dr. Harris suggests that we have, basically, three ego states:



taught

The first is the Parent; the small child's mind records everything. He begins to accumulate parent tapes very early. These are the voices of authority that say "ought" and "ought not." Not only voices, but gestures, facial expressions, and tone of voice convey the message of parent to the small child. Parent tapes may come from the "real" parents, and from many other sources--any source that seems to the child to be authoritative--grandparents, relatives, older siblings, even the TV. Or perhaps especially the TV.

objective

The child's adult begins to develop at about 10 months of age. It is his "computer" that computes the accuracy of the parent. It is his reasoning power, and is completely objective.

feelings

This is the emotional part of the child. His feeling of joy, anger, frustration, etc. There is the not-okay child who gets negative messages about himself because he is inept, always seems to be doing the wrong thing. He is not as capable as his elders and feels this. The natural child is the joyous, curious child who stands in wonder of life.

The parent is also "divided." There is the prejudiced parent who is the autocrat with pointed finger, hand on hip, who directs much like a dictator. The good, nurturing parent is the one who has been updated by the adult, and is looking after the welfare of the individual.

If the adult is functioning, things go well, for the adult tries to make sure that the not-okay child does not get "hooked" and get into a squabble. and the prejudiced parent does not get into a hassle by hooking someone else's kid. But if the adult is not functioning, it is probably because he is contaminated by either the not-okay kid or the prejudiced parent.

The natural child is good, but needs a capable adult. Also, the good, nurturing parent is valuable--updated by the adult, he serves as a conscience and a guide for keeping the individual as free from pain as possible. It is the not-okay child and the prejudiced parent who get us into trouble.

Harris postulates that there are four basic life positions:

First position: "I'm not okay -- you're okay." This is the fear position. In any civilized culture or any culture with any structure at all, Harris says this is a natural outcome. The child will feel inadequate at times, and conclude that he is, by comparison with the older people around him, not okay. Everyone experiences this position, but not everyone grows out of it.

Second Position: "I'm not okay --you're not okay." This is the position of despair. This person cannot trust anyone. He feels neglected, mistreated--he stinks and the world around him stinks as well. This is the person who may end up suicidal.

Third Position: "I'm okay -- you're not okay." A dangerous position, this is the attitude of the criminal who can kill or maim without conscience. He is often the battered child, who, in the healing process, concludes that he is okay (but this is a tenuous okayness), but the rest of mankind is really lousy.

Fourth Position: "I'm okay--you're okay." This is the ideal position. The person who feels this way is the one who functions best, has the most control over his life, and therefore, more freedom.

In the first three positions, there is an awful irony. Although these three people need, desperately, the "stroking" or positive input from other people, they cannot accept it even when they get it. Only the fourth position person can accept stroking, believing it and taking it for what it is. The first three will probably say, "You're just saying that," or "No one can possibly like me." Often the not-okay child will reinforce his position by bringing fire and brimstone down upon his head.

Stamp Collectors: The first three position people are stamp collectors. Position one will collect brown stamps--the world has crapped on me, and in time he will cash them in--have a good drunk, or a good spree of some kind, perhaps a temper tantrum or begin cutting people down.

Position two will collect brown and black stamps, also. He may cash them in for a drunk or for a free suicide. Position three collects all kinds of stamps, especially anger stamps (red stamps). When he cashes them in, look out.

So what can the fourth position person do if one of these decides to cash in? On him? He doesn't need to accept their stamps. He doesn't need to cash them. He can say, in effect, "Take your stamps elsewhere, I won't do business with you." and build on adult, accumulate strokes, give strokes.

There is no choice for the stamp collector but to rant and rave to the empty room.

How does one keep his adult in charge? How does one feel okay about himself and about others?

There are no easy answers. No one promises that life will be easy under any circumstances. But you can help yourself escape needless pain and frustration. To keep the adult in charge, you must build the adult--exercise him and use him as often as possible. If your adult is very small (in adolescence it is very vulnerable) he may crumble easily, giving way to the prejudiced parent or to the not-okay child. How do you keep your adult in charge? By feeling okay about yourself and about others. You need to understand that the other is behaving (if he is being obnoxious) either in his prejudiced parent or his not-okay kid, and he has one of the first three life positions. (Some people go all through life in one of these miserable positions.) You can value even the most obnoxious person as a human being, even if you don't like his behavior. Why are others valuable? Why are you? We are all, by reason alone of our membership in the human family, valuable. We make one another's reality--we could not communicate ideas, feelings, etc., without others, nor they without us. And we can create a good kind of reality for one another, or we can create nightmarish realities. It depends on our behavior. That is why the initial exchange or transaction is so important. How you come on, and how the other comes on, and how you each handle it, are going to determine how a whole relationship will build--or destroy.

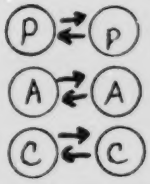
You can determine that you are okay, simply by deciding that you are. When you examine it, why shouldn't you be? If we are all vulnerable, if we are all subject to human frailty, then why are you less okay than anyone else? And if you consider someone else okay, but yourself not okay, then you admit already that some people are okay. Why more okay than you? Admit to the existence of the little not-okay child who has overwhelmed and taken over your existence at times (or perhaps most of the time), and get him in harness.

What about transactions? How do they work?

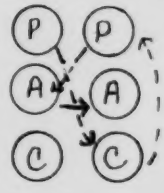
If you have a transaction between two of the same kind, that is, a parallel transaction, things go fairly well. It may be a parent-parent transaction, an adult-adult transaction, or a child-child transaction. It is when transactions are crossed that you run into trouble.

A crossed transaction is when one person comes on one way, and the other person gets his not-okay child hooked. It may be that the first person comes on adult, but still hooks the not-okay child in the other. Or, he may hook the not-okay child by coming on prejudiced parent. The authoritative parent hooks the feelings of the not-okay kid, and he may then transfer the transaction to his prejudiced parent to retaliate. Or, he may come on himself.

Parallel Transactions



Crossed Transactions



Examples of Crossed Transactions

1. Husband to wife: "Where did you hide the can opener?" (This seems to be an adult statement, but there is the hidden ("hide" the can opener) implication of the prejudiced parent saying "you're a lousy housekeeper.")

   Wife to Husband: (Adult comes on) "It's in the third drawer."
   or (not-okay child puts prejudiced parent in charge, and she replies) "If you'd open your eyes for once, you'd find it where it always is!"

   The wife had a choice, notice.

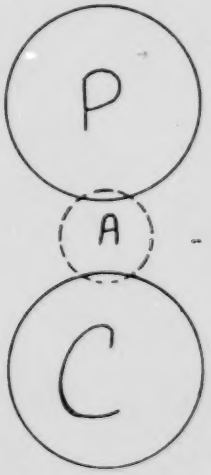
2. Mother to son: "Will you put your things away, please?" (Adult working.)
   Son to mother: "Nag! Nag! Nag! For cripes sake, leave a guy alone!" (not-okay kid has been hooked).

   The son has a choice here, too. He could have spotted his little kid spoiling for a fight, and said "get lost" to the not-okay kid, and responded with an adult reply, even if it means post-poning doing the job:
   "Ya, mom, in a minute. Just as soon as I finish gluing this thing together. The glue will dry if I leave it."

   If mother is in her adult, she will understand that he is being reasonable.

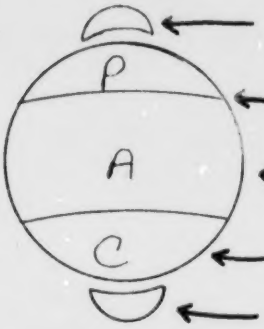
You always have the choice of making a situation worse than it already is by coming on child or parent. Or, you can come on adult. If this doesn't work, then it is probably best to withdraw temporarily, until things cool down and two adults can work things out (negotiate). If negotiation is mpossible, perhaps a third, objective party needs to enter into negotiations. But if two adults are negotiating without interference from either not-okay kid or prejudiced parent, things should go fairly smoothly.

The picture of the young child is something like this:



The adult is very small, only just developing. It is very vulnerable to being zapped. The young child needs considerable stroking so that he can learn to feel okay about himself. His not-okay feelings need to be more than compensated for if he is to grow to a position of maturity (the fourth life position).

The mature individual looks something like this:



Prejudiced parent blocked out

Nurturing parent

Adult

Natural Child

Not-okay child blocked out

The adult is very big, keeping an updated, nurturing parent, and in control of the natural child, whom he lets out at the appropriate times. He does not let his child go wild, because he has informed the nurturing parent of what may happen to the child if he is uncontrollable. The nurturing parent decides in favor of protecting the child from undue harm.

ROLE - PLAYING: OBJECTIVES

I. Communication skills
The student, faced with an entirely new "me" in a new situation, will need to use his very best communication skills (listening to, critically analyzing, and clearly responding to words and actions of others).

II. A. The student will need to exercise problem-solving to the best of his ability.

B. The student will get the "feel" of the "other" --- the "walk in someone else's shoes" idea; though the situation is, of course, made up, students tend to become deeply involved in a given role.

C. Students will learn when an episode or situation has been resolved and needs to be ended.

D. Student observers will, while watching and listening, be mentally exercising all of the above skills, placing themselves in the role ("What I would do or say," for example).

MATERIALS

Mike
A few chairs
Table
Stage (optional)
Several role-playing situations
Copies for students of objective procedures

PROCEDURES

Have ready several students who have volunteered ahead of time to do the role-playing. Pass objectives and procedure sheets out before starting. (Students who participate should be given these a day ahead.)

1. Briefly read and discuss objectives and procedures.

2. Ask for the necessary number of students for each skit as the need arises.

3. Tell each student, as the audience listens, what his role is in a given situation.

4. Tell students they may make the situation:

A. A humorous or a serious one
B. They must make up their roles as they go (Since this requires quick decision-making, they will need to watch and listen carefully to other characters and judge for themselves what the person in their role will do. There will be no time to discuss what they will do. They will begin to play the roles without any planning ahead.)

C. They must <u>be</u> the role they are given and act and answer as <u>that</u> person, not as themselves.

D. They must quickly arrange stage props according to the situation.

E. There will be no physical violence.

F. It is up to them to know when to end the episode, at which time they will simply pause, then leave the stage.

5. After each role-playing episode, discuss with audience how effectively each student played his role.

1. Three girls

Mary: You are a new girl at school. Your clothes are much different from those the other students wear. You are in the school lunch room.

Wendy and Cindy: You have both been at this school for two years. You are popular and wear "the right kind of clothes." You are sitting next to Mary.

3. Two boys, one girl

Scott: You are 15 years old and have been trying various drugs for kicks. But you have become hooked on speed, and have to sell drugs to other kids in order to have money enough to buy your own drugs. You are feeling guilty, because you know some of your friends are also getting hooked, and it is you who introduced them to drugs. You don't know where to turn, what to do.

Father: You notice your son, Scott, is behaving strangely, and are determined to try to find out what is bothering him.

Mother: You tend to hide from unpleasantness and try to convince yourself and your husband that Scott is his usual self, that there is no need to worry.

2. Three boys

Randy: You are a student in seventh grade. All through grade school you were a bully, constantly pushing smaller students around. You never really liked being a bully, and you feel that now is your opportunity to change, since you are in a new school. As you come down the hall the first day of school, you meet two boys who knew you in grade school.

John and Mike: You are the two boys who knew Randy in grade school. You know he was a bully and you know nothing of his desire to change.

4. Three boys

Dr. Johnson: You are a research scientist who has discovered a new drug that will make people young and keep them that way indefinitely. You want to try your drug on two 75-year-old men. You need at least two people to experiment with.

Mr. Sampson: Life has been good to you. You are adventuresome and happy. You are trying, with Dr. Johnson, to convince Mr. Garrison that he should cooperate with the experiment.

Mr. Garrison: Life has not been so good to you. You are bitter and unhappy. You see no point in going through the whole thing again, perhaps indefinitely.

5. Three boys

Mr. Buckley: You are an employer. An employee has just quit, and out of desperation, you have hired a man over the phone. He is to come in to see you today. At the time, you are visiting in your office with your minister. You always try to make a favorable impression on your minister, because you feel it is good for business to be a "good" member of the church. Although you put up a good front, you detest black people with a blind hatred because of a bad experience you had with one black man some time back.

Reverend Anderson: You are a kindly, sincere man, who has come to see Mr. Buckley for a contribution to help the poor people in a black neighborhood. Your sermons are often about how we should love all people. You are in the middle of your visit, when Mr. Buckley's new employee comes in.

Mr. Henry: You are the new employee. You are a black man. You are delighted that you have been hired, and are anxious to see your new boss. You knock on his door about halfway through his visit with Mr. Buckley. You can't wait to tell Mr. Buckley more about your good work record.

6. Three girls

Mrs. Larson: You are a 25-year-old mother of three young children. Your husband has been dead for a year. You have tried to get work that would pay enough money to support your children and yourself, but could not find anything. Also, you would have the added expense of leaving your children in a day nursery. And they are much too young to leave alone. You had no choice but to go on welfare.

Miss Clemens: You are a 50-year old social worker. You have come to see Mrs. Larson, who says she needs money for boots for one of her school-age children. You think all people on welfare are lazy because you have run into a few who really are too lazy to work. But you think they are all that way. You work for a living, so why shouldn't they? (Of course, you are single, and have only yourself to support.) With you is a new young social worker, whom you are training.

Miss Watkins: You are a 21-year-old social worker, being trained by Miss Clemens. You go with her to see Mrs. Larson. You are excited about your new job, and want to do it well.

7. Two boys, one girl

Dan: You are a ninth grade student. You are in the principal's office, along with your teacher, who says he will not let you return to class until you cut your hair and keep yourself clean.

Mr. Henderson: You are the teacher.

Miss Logan: You are the principal, and must make the final decision.

8. Two boys, one girl

Mr. Jones: You are convinced that your neighbor, Mr. Carlson, is trying to poison your dog. You know he does not like your dog very well, and have had occasional arguments with him about the dog's being on his property from time to time. You have noticed Mr. Knots, your neighbor, giving the dog food lately. This arouses your suspicions.

Mr. Knots: You are the neighbor. You don't especially like dogs, but you dislike even more seeing food go to waste, and have decided to give the dog scraps from your meals. You and Mr. Jones are discussing his suspicions when Mrs. Jones enters.

Mrs. Jones: You think your husband is behaving foolishly. You hate fights. You find them in the back yard, arguing.

9. Three girls

Jenny: You are shopping with your mother. You have found a dress that is much too old for you, but you are in love with it because you think it makes you look sophisticated. On top of that, you are at the age when you hate to have your mother offering her opinions all the time.

Mother: You are horrified that Jenny wants a dress that makes her look ridiculous and try very tactfully, without hurting her feelings, to talk her out of it. Your job is made more difficult because of the saleslady, who refuses to leave you alone with Jenny.

Saleslady: You are anxious to make a sale. You need the money. You keep pushing Jenny and her mother to buy the dress, which you know is not for a girl Jenny's age and is unbecoming.

10. Three girls, one boy

Mrs. Applebee: You are a patient in the hospital and share a room with Mrs. Grant. You are full of imaginary illnesses, crabby, cantankerous, always whining and complaining, and think the nurses don't care if you live or die. The only person you have any faith in is your doctor, who has been kind enough to put you in the hospital for one of your imaginary illnesses. You complain to him about the nurse.

Mrs. Grant: You are the patient who shares the hospital room with Mrs. Applebee. You are really ill, though you are getting better. You are good-natured and understanding. You treat the nurses with consideration and respect, knowing they are very busy and have other patients besides you. You are weary of listening to Mrs. Applebee, but you are too nice to say anything.

Nurse: You have the honor of taking care of Mrs. Applebee and Mrs. Grant. You are fond of Mrs. Grant, and this probably shows. But you are about to go out of your mind listening to Mrs. Applebee's constant complaining and accusations. You complain to Mrs. Applebee's doctor about her behavior and wonder why she needs to stay in the hospital when she isn't really ill.

Doctor Johnson: You come in to see Mrs. Applebee each day. Both she and the nurse have complained to you about one another. You know that the nurse has a right to be impatient, but you also know that Mrs. Applebee is a lonely and frightened woman. This is why she imagines herself to be ill all the time. You must keep the peace in this room that is full of tension.

11. Four girls, three boys

Lisa: You are shopping with your girlfriend, Debbie. You have stolen some merchandise, but Debbie knows nothing about this until the security guard stops you. He takes you both into his office and calls your parents.

Debbie: You are shopping with Lisa. You are totally surprised when the security guard stops you.

Security Guard, Mr. White: You must decide what action to take, and whether or not both girls are involved in the theft. You call their parents to the store.

Mr. and Mrs. Grove, Lisa's parents: Both sets of parents are shocked. Lisa's parents refuse to believe she stole anything.

Mr. and Mrs. Harper, Debbie's parents: Debbie's parents try to arrive at the truth, but resent the fact that Lisa's parents blame Debbie for the whole thing.

United States diplomatic, military, business, and social interest are more far-reaching today than ever before. This creates increased occupational and social opportunities for people who have linguistic ability. The vocational opportunities are numerous but leisure time use of a second language is also possible through travel and study. Consequently, personal growth is possible through a more extensive understanding of foreign cultures. This contact with foreign lifestyles may influence interests, abilities, and values. Frequent consumer decisions may be affected by this background knowledge.

Classroom Objectives

Cognitive

Is able to identify personal potentials and interests as they relate to foreign cultures.
Is able to identify foreign cultural influence on architecture and interior-exterior design.
Is able to interpret tables, graphs, and charts.
Is able to clarify purpose or theme.
Is able to read for main ideas and details which support or contradict generalizations about foreign countries and lifestyles.
Is able to test tentative hypotheses through surveying and interviewing techniques.
Is able to develop more effective listening, observing, and reading skills.

Affective

Empathizes with others.
Creates an atmosphere in which others feel secure.
Views self as a worthy person.
Develops a positive self image.
Views the world as a community which gains maximum benefit for all when positive interaction exists.

Psychomotor

Develops manual dexterity.
Develops gross motor coordination.

Specific Concepts

Role playing
Vocabulary understanding
Pronunciation
Writing
Reading
Knowledge of customs
Culture
Decor

EIGHTH GRADE FOREIGN LANGUAGE

Activity I (to be used with "Section B: Initial Planning")

During the initial planning of a home, both practical and aesthetic considerations must be included. Foreign language teachers can involve their students in this planning by presenting specific cultural influences upon architectual design.

Due to climatic conditions, some styles of architecture and construction techniques have become characteristic of certain countries. These foreign styles and techniques have advantages over more traditional American types of home construction. For example, Spanish or Mexican style architecture is more suitable to large areas of the South and Southwest. Japanese architecture and construction techniques are well suited to moderate climate areas and areas affected by marine climate such as the West coast. German-Swiss styles are more appropriate to areas in which winter is a dominate factor. Thus the steep-roofed chalet style is more practical to protect against heavy snowfall and extreme cold.

Foreign language teachers should assign their students the task of bringing home copies of home decorating magazines. The students can then cut out pictures and house plans which typlify the various architectural designs found throughout the world. Bulletin board space should be provided to classify and display these examples.

Activity II (to be used with "Section F: Interior Decorating")

In this activity, the students will become aware of foreign cultural influences upon interior decorating occupations and upon personal consumer decisions. The foreign language teacher should begin this lesson by creating an "Instant Bulletin Board." Assign the students the task of collecting pictures pertaining to home decorating which has been directly influenced by the foreign country under study. Post these pictures on the bulletin board.

After the bulletin board is completed, ask students to guess how many decorator items in their own homes have come from or been influenced by this foreign culture. Record these guesses and assign students the task of discussing their home decorating with their parents for the purpose of counting these decorator items. Ask the students:

How many homes have a decorating style which has been influenced by a foreign culture?

What caused your parents to select the decor they did?

Would you select the same style in decorating your own home?

Did you accurately guess the number of decorator items which have a foreign influence?

Activity III (to be used with "Section F: Interior Decorating")

In this activity, the students will discuss foreign influence on interior and exterior design with retail sales people. These people may come from the following areas:

- Furniture sales
- Floor covering sales
- Paint sales
- Tree and shrub sales
- Landscaping
- Interior design

These people may be brought into the classroom for presentations or the students may go into the community to personally interview them.

Note: Teachers should be aware of persons within school and community who have traveled and could contribute as resources by talking with classes and/or showing slides.

EIGHTH GRADE HOME ECONOMICS

In the eighth grade the model family moves from an emphasis on the market place to a consideration of the practical and aesthetic aspects of interior decorating and exterior landscaping. Individual members of the family model exert their influence on private and family areas of the house. Rooms such as bedrooms emphasize individual tastes and interests, while rooms such as the recreation room or living room would show collective purposes.

Landscaping also will be a joint effort, taking into account individual interests such as a garden, certain favorite flowers, and common family interests such as recreation areas and patios.

Classroom Objectives

Cognitive

- Is able to identify potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.
- Is able to identify different types of windows and place them correctly.
- Is able to identify furniture types.
- Understands the principles of matching diverse design elements into a harmonious whole.
- Is able to plan landscaping to conform to family and site needs.
- Is able to develop more effective listening, observing, and reading skills.

Affective

- Empathizes with others through role playing.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.
- Recognizes personal values and their relative importance.
- Develops a sense of rightness and wrongness in arrangement of interior detail based upon personal values.

Psychomotor

- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

- Interests
- Role playing
- Traffic patterns
- Activity separation
- Noise pollution
- Future expansion
- Budgeting
- Individual privacy
- Family activities
- Window types and uses
- Window location
- Color schemes
- Personal needs
- Family needs

Activity I (to be used with "Section A: Needs Assessments")

It is not readily apparent to most people that the layout, construction, and location of a home has a great deal to do with making for harmonious family living. For example, just consider the consequences of the master bedroom being situated next to the TV-stereo room, especially if the teenaged children like rock music and the father likes to go to bed early!

To acquaint students with value areas in home design, have them complete the following worksheet. This worksheet may be discussed in class.

1. What features provide comfort in your home?
   Working in comfort:

   Relaxing in comfort:

   Eating in comfort:

2. What features are necessary for health in the home?
   Preparing and serving food:

   Fresh air and lighting:

   Cleanliness:

3. First-aid materials and safety: Look around your home and list every potentially hazardous situation you find. Especially hazardous areas are stairways, electrical outlets and cords, bathrooms, and cupboards.

   List what procedure your family uses in case of an accident. If you don't have a plan, sit down with your parent(s) or guardian and write one.

   What procedure does your family follow in case of fire? If you don't have a plan, sit down with your parent(s) or guardian and write one.

4. Convenience: Where are tools located?

   Where are the storage areas (cupboards, closets, shelving or separate areas) in your home and how are they used?

5. List the members of your family and where each person goes for privacy. Is the space adequate?

6. List the rooms in your house. Rank each from 1 to 5....1 being a beautiful room, 5 being an unattractive room. Then indicate how each room could be improved (note colors, lighting, arrangement of furniture).

7. Entertainment (answer each of the following where they apply).
   To what rooms do you bring your friends?

   To what rooms does your mother bring her friends?

   To what rooms does your father bring his friends?

   To what rooms does your brother(s) bring his friends?

   To what rooms does your sister(s) bring her friends?

   What rooms would you suggest adding to your house to make it a complete and comfortable place to entertain?

8. List each room in your house and indicate what activities are appropriate to each area; for example: den--TV watching, reading; bedroom--sleeping, privacy, writing in diary.

Activity II (to be used with "Section B: Initial Planning")

In the following activity students will be asked to make value judgments by ranking importance of various rooms to be built in the house. Students will put their own rank order down for sister or brother and may consult resource adults for the father and mother roles. Other students can be consulted for the opposite sex rankings.

Once the list is compiled by individual students, they should break into groups of four, each student assuming one of the roles on the worksheet -- mother, father, sister, and brother. The group must first decide how much weight to give each family member when determining the final family rank order of rooms. A family consensus should then be reached.

Questions to be answered following this exercise:

1. Do you feel that there was a great deal of agreement or disagreement between the four family members? Who was the most important in making the final decision?

2. Do you feel that the person making the most money should have the greatest weight in making the decision? Is age important? Is the sex of the person important?

3. What rooms had the same approximate ranking; widely different ranking?

4. What family members agreed most; least? Are their reasons for agreement or disagreement logical?

5. How do these results differ from the way your family would rank room importance?

6. After making your final rank order, what rooms would you like to see added to where you live and why?

7. Would increasing or decreasing the family size affext the rank order?

RANK ORDER WORKSHEET

Rank the following rooms as to their importance to you. When making your decision, it is suggested you work from the least important to the most important room. Then rank the rooms as you feel a sibling of the opposite sex would, as a father would, as a mother would. Place a number (1) after the most important room, and so forth.

	Son	Daughter	Father	Mother	Final Family Ranking
Kitchen					
Formal Dining Room					
Breakfast Nook					
Living Room					
Full Bath					
Three-fourth Bath					
Recreation Room					
Family Room					
Bedrooms					
Workshop					
Den					
Guest Room					
Nursery					
Study					
Other					

Activity III (to be used with "Section C: Pre-construction")

Referring to Activity II, what are the number of rooms the family needs? What rooms could be done without?

The following diagrams show various floor plans to fit differing numbers of finished rooms.

Groups of two or four students will determine which floor plans offer the best separation of activities, traffic patterns, individual privacy, and flexibility.

Questions for class discussion:

1. What floor plan do you feel is best from each group of plans? Why?

2. Which floor plan in each group was best planned when considering traffic patterns, separation of activities, and individual privacy? Why?

3. What other considerations are important in room layout; i.e., storage, future needs, and costs?

Activity IV (to be used with "Section F: Interior Decorating")

One of the very important considerations in planning the construction details and interior design is the type, number, location, and treatment of windows.

Windows admit light to interiors, set off exterior walls, and may provide ventilation. Every room with an exterior wall should have at least one window. Considerations in choosing window types should include initial costs, maintenance, dwelling orientation, heating, ventilation, aesthetics, and interior lighting needs.

Activity V (to be used with "Section F: Interior Decorating")

Your windows, their sizes, shapes, and placement, will dictate what you can do with window treatment. There are basically two types of treatment, hard treatments such as shutters, shades, and beads, or a soft treatment using curtains or draperies. Using the windows in the model bedroom (see attached worksheet) or using your own room, choose a hard and soft treatment. By using a catalogue, figure the cost of both types. Finally, compare the advantages and disadvantages of both window types.

Activity VI (to be used with "Section F: Interior Decorating")

Name each of the six color schemes and describe the hues, values, and intensity of two accessories which would be suitable with each scheme.

Activity VII (to be used with "Section F: Interior Decorating")

Students could tour a furniture store, antique store, attic store, and/or an import store. List 12 items which might be appropriate for use in a bedroom.

Activity VIII (to be used with "Section F: Interior Decorating")

Students may collect and mount pictures of bedrooms or arrangements in bedrooms which show good examples of each of the following:

a. Double-bed placement
b. Single bed placement
c. Centers of interest in bedrooms
d. Dressing centers
e. Reading or study centers

Activity IX (to be used with "Section F: Interior Decorating")

Students might make a scrapbook showing the essential bedroom furniture needed by a new homemaker. Cut the pictures from magazines or newspapers and consider when selecting the furniture the function and design qualities of each. Secure probable prices for each piece and estimate the total cost of the new furnishings. Indicate where you received the price and information. Using the Model Room Worksheet, indicate where you would place each piece of furniture.

Activity X (to be used with "Section F: Interior Decorating")

Using the model bedroom and furniture silhouettes, students may select and arrange the furniture needed by a teen-age girl who will use her bedroom for a study, listening to records, and entertaining friends. Arrange the furniture, keeping in mind the principles of good design.

Activity XI (to be used with "Section F: Interior Decorating")

It is possible to go to the furniture store, a department store or mail order store to buy new furnishings. But it isn't necessary to buy new items! It is possible to refinish, antique, paint, or reupholster furniture in order to bring them back for years of useful life.

The student may survey her own bedroom, completing a home furnishings inventory and tentative plans for buying needed items. Given $50, the student may decide how to use this money to the best advantage. The assignment is to stretch the money as far as possible and redecorate her bedroom.

Activity XII (to be used with "Section F: Interior Decorating")

Students may plan a shopping trip and go to Fred G. Anderson's, Hirschfields, Sherwin Williams, or any other paint and wallpaper store. Keeping in mind the model room, plan to decorate the walls of the room. The assignment is to decorate once with paint, and a second time using a wall covering such as paper, vinyl, fabric, cork, or mirrors. Compare the cost and the advantages or disadvantages of both types of coverings. Students should try to obtain swatches of coverings and paint to be used.

Activity XIII (to be used with "Section F: Interior Decorating")

After reading several sources, students might list and describe several types of smooth surface and soft surface floor coverings. (See attached bibliography.)

Visit a store or stores which sell smooth and soft surface floor coverings. Select one example of each which would be suitable for the bedroom. Consider the colors carefully so that it will coordinate the color scheme. Consider the two choices on the following points: price, durability, quietness, average care required, texture, and other advantages and disadvantages.

Activity XIV (to be used with "Section F: Interior Decorating")

Students should read passages from various sources about room accessories. Write a list of your own special interests and hobbies. Describe at least 10 accessories that would reflect your own individuality in a bedroom. (See bibliography attached.)

Activity XV (to be used with "Section F: Interior Decorating")

This final activity is designed to incorporate all the student has learned from the previous activities.

Students should complete the design of the model bedroom, including colors and swatches, placement of furniture, and placement of accessories. Resource people from the community, as suggested in the following list, can be brought into the classroom to explain the basic qualifications and duties involved in their profession.

Experts can then circulate around the classroom, commenting upon, criticizing, and making suggestions for improvement of the student's bedroom plan.

Resource people could include:

- Carpet salesmen
- Carpet layers
- Carpet manufactures
- Furniture salesmen
- Furniture craftsmen
- Interior decorator
- Custom drapery seamstress
- Factory workers
- Upholsterers
- Painters
- Paperhangers
- Paint and wallpaper salesmen
- Paint chemists
- Drapery hangers
- Carpet cleaners
- Floor covering salesmen
- Fabric designers
- Furniture designers

Suggested Additional Projects

Through reading, gain a basic background concerning wise use of storage for the bedroom ares. Share findings with the class.

Clip out and mount from magazines three examples of bedroom closet storage. Examine and write about each picture. Tell why each is well-arranged. If there could be additional improvements made, include these suggestions.

Plan storage for the bedroom closet in the model bedroom. Be certain to include possible use for shelves, wall, and floor use within the closet. Draw on paper what would be the most suitable arrangement for this closet. Explain the things which may be stored in each area.

Ann has a four-drawer chest of drawers in a room of her own. Two drawers are 8" deep; one of these has dividers, sectioning the drawer into three equal parts. The two bottom drawers are $10\frac{1}{2}$" deep. Plan storage of clothing, etc., for these drawers. The only other available storage in the room is a night stand and her small closet.

Materials Needed

- Worksheets
- Catalogues
- Scrapbook
- Scissors
- Glue
- Magazines
- Resource people

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1. The Home and Its Furnishings, Ruth Morton, McGraw-Hill Book Co., New York, 1953.

2. Homemaking for Teen-Agers, Irene McDermott and Florence Nichols, Chas. A. Bennett Co. Inc., Peoria, Illinois, 1970.

3. Homes with Character, Hazel Ola and Craig Rush, Heath and Co., Boston, 1962.

4. How To Make Your Windows Beautiful, Kersch Company, Sturgis, Michigan, Vol. III and IV, 1972.

5. Sears pamphlets: Hidden Value Series, Wall Coverings and Floor Coverings.

6. The Seventeen Book of Decorating, Cynthia Rockmore, David McKay Co Inc., New York, 1961.

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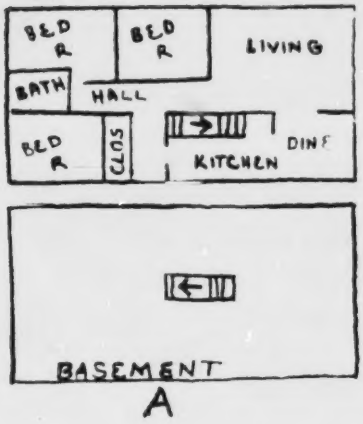
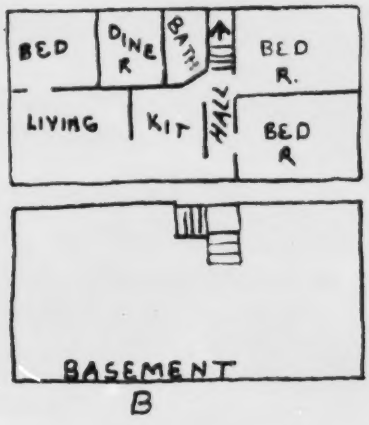
FLOOR PLAN WORKSHEET

6 ROOM MODELS

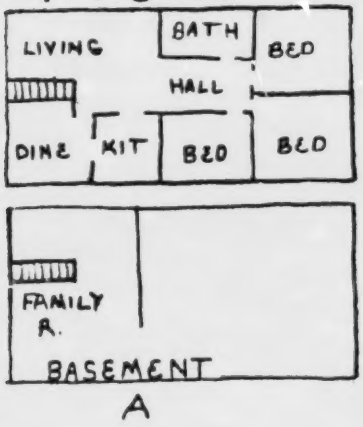


A



B

7 ROOM MODELS



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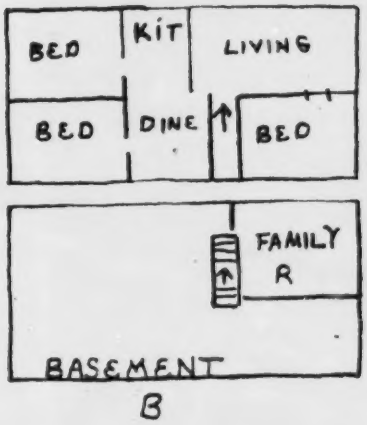

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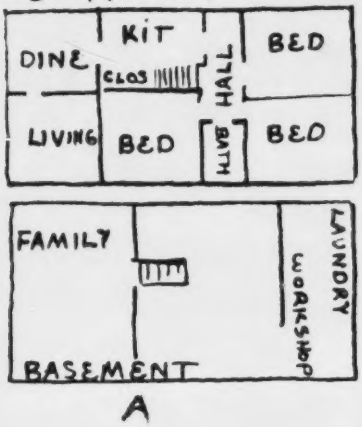
8 ROOM MODELS



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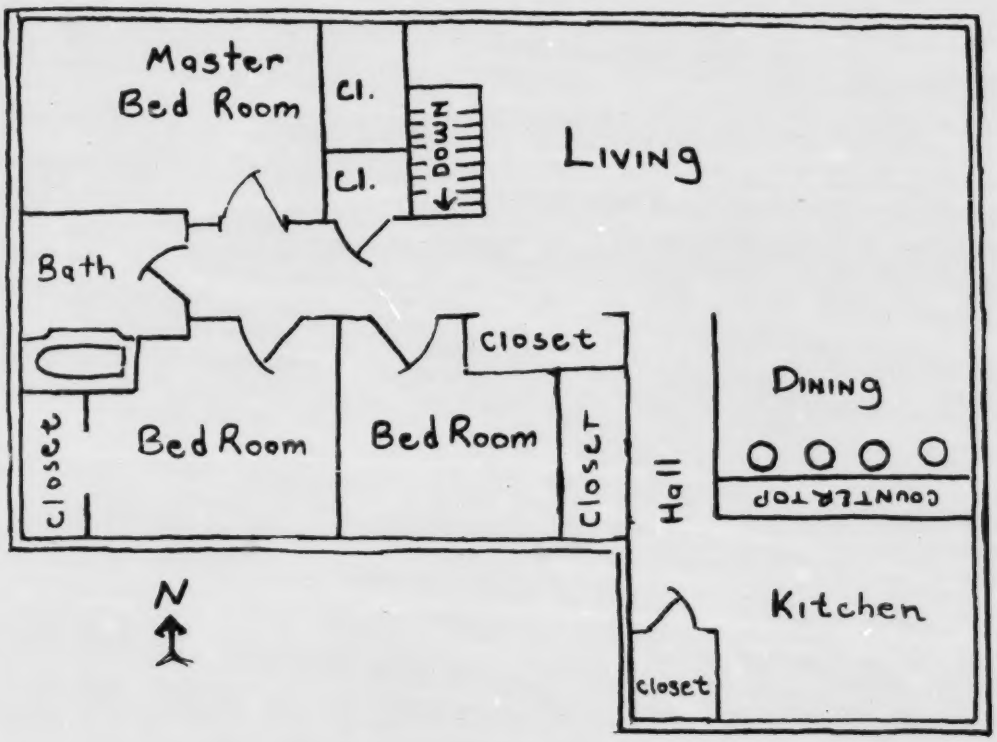
WINDOW PLACEMENT WORKSHEET



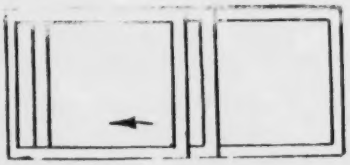
Student instructions:

1. Study the Window Types Worksheet and become familiar with the advantages and disadvantages of each style of window.

2. Study the above floor plan. Determine from which direction the sun will shine at different times of the day.

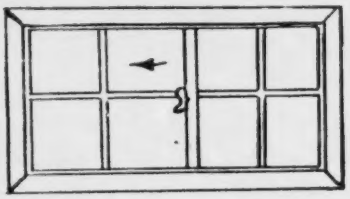
3. Indicate on the floor plan where you would like your windows and number each window. Example:

4. Below, indicate each window number, type of window you are installing, and the approximate size of the window. Be prepared to justify your choice in terms of light admittance, initial and total costs, outside lighting, interior room arrangement, etc.



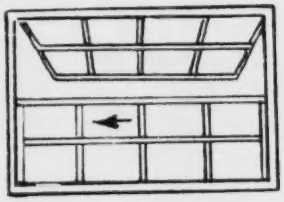
SLIDING ALUMINUM COMBINATIONS

Is easy to clean and provides easy ventilation without changing storms.



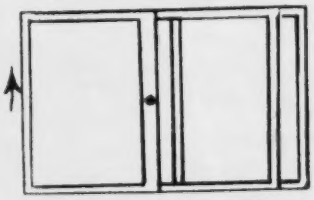
DOUBLE SASH

Older type -- may be multi-paned or single sheet. Maintenance is greater than other types. It is easy to drape. Can be used for all rooms, first or second story, except bath.



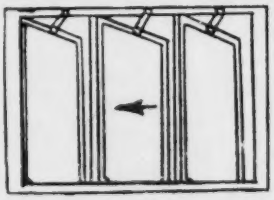
CASEMENT

Ventilation is easy with this type. Crank-out type poses a decorating problem when considering drapes or curtains.



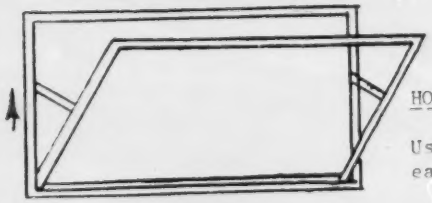
SLIDING GLASS DOORS

These are used as openings to redwood decks, or patios. They take certain drape arrangements.



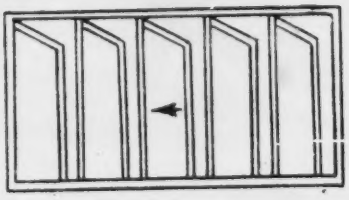
AWNING

Used to the side of picture windows or doors in the living or den ares, these provide good ventilation and incoming light control.



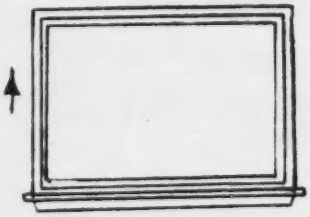
HOPPER

Used for basement windows, the hopper provided easy cleaning and good ventilation.



JALOUSIE

Used at the side of picture windows or doors, decoration sun porches, enclosed patios, or as part of a storm door, jalousies give ventilation and incoming light control.



PICTURE

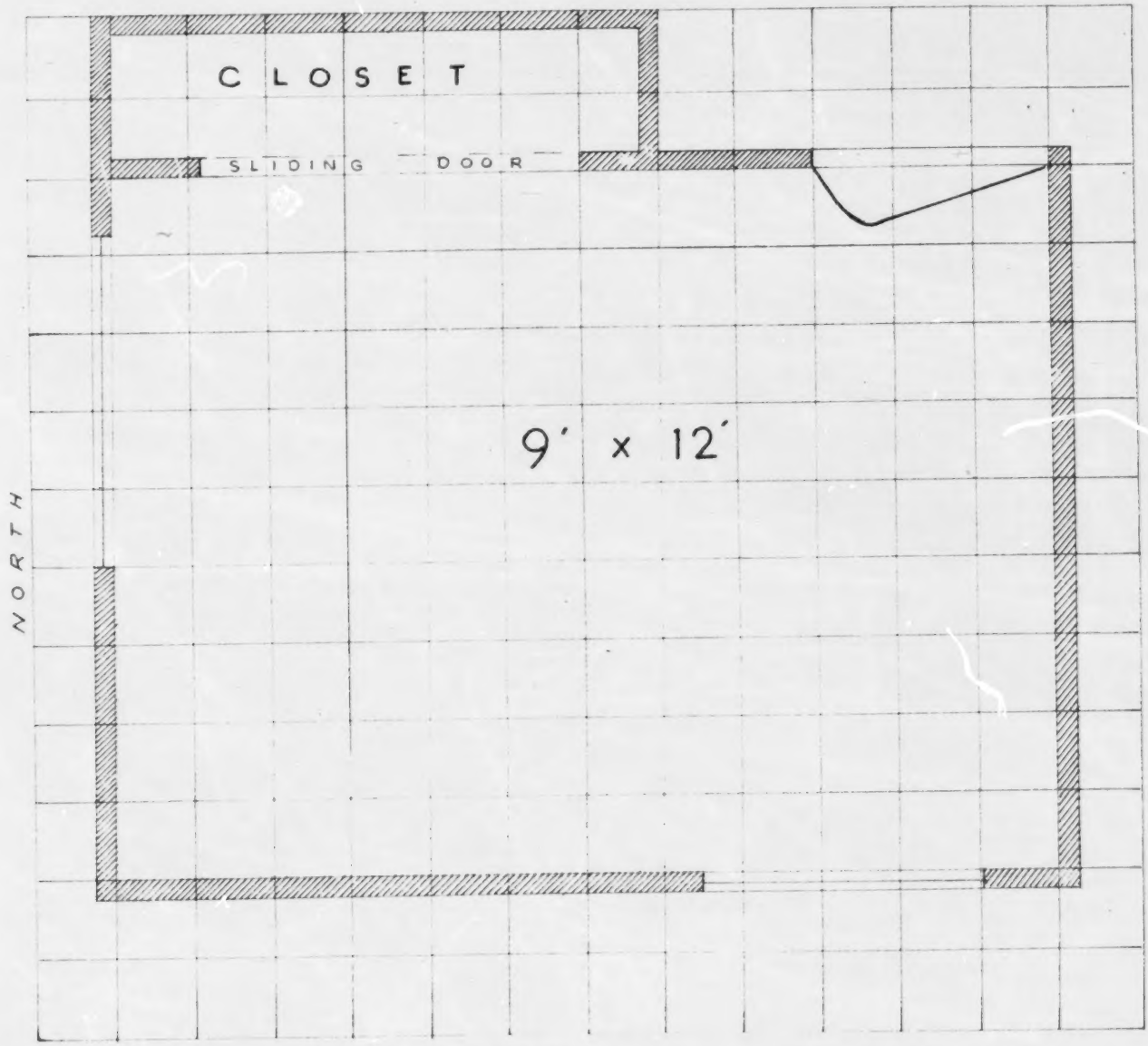
Used in the living room mostly, picture windows are now mostly double "thermopane." Visual site should determine its exact location.

EIGHTH GRADE HOME ECONOMICS

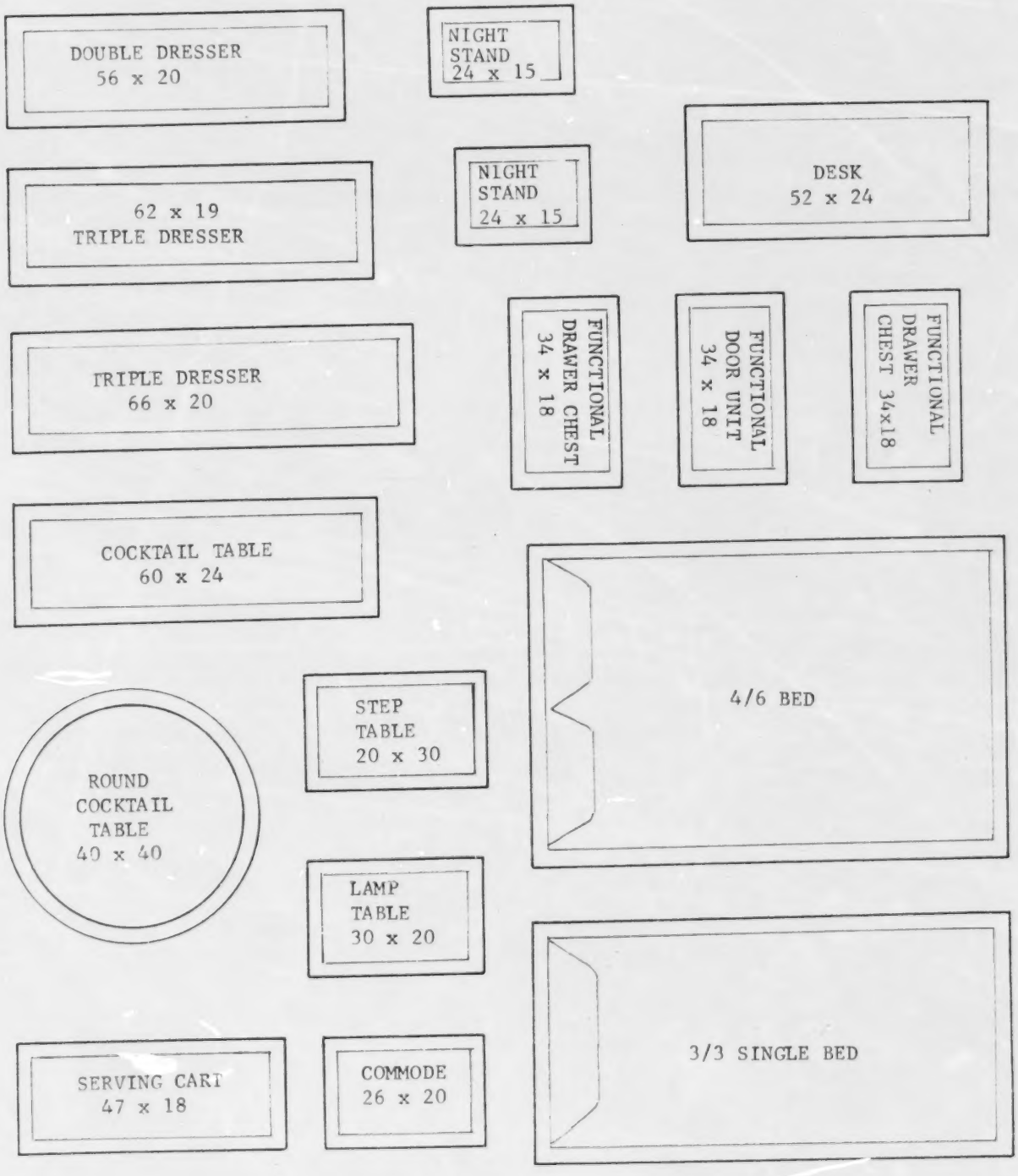
FLOOR PLAN

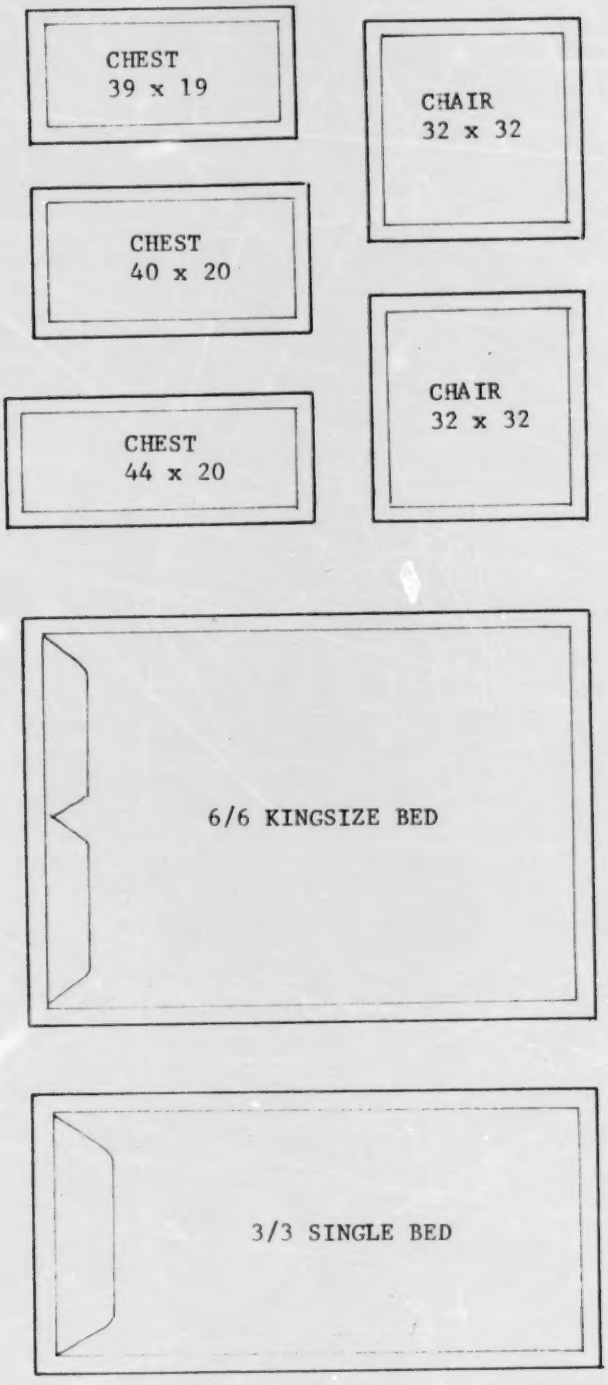
The bedroom is 9' x 12' with a closet 7' x 2'. The opening to the closet is 5 feet wide with sliding doors. The door leading from the hall into the bedroom is 36" wide opening into the room. The double hung windows are 42" long, 42" wide, and 40" from the floor. The window exposures are north and west.

MODEL BEDROOM



Graph scaled 1 square or 1/2 " per foot - furniture scaled the same.


DOUBLE DRESSER
56 x 20
NIGHT STAND
24 x 15
NIGHT STAND
24 x 15
DESK
52 x 24
62 x 19
TRIPLE DRESSER
TRIPLE DRESSER
66 x 20
FUNCTIONAL DRAWER CHEST
34 x 18
FUNCTIONAL DOOR UNIT
34 x 18
FUNCTIONAL DRAWER CHEST 34x18
COCKTAIL TABLE
60 x 24
4/6 BED
ROUND COCKTAIL TABLE
40 x 40
STEP TABLE
20 x 30
LAMP TABLE
30 x 20
3/3 SINGLE BED
SERVING CART
47 x 18
COMMODE
26 x 20


CHEST
39 x 19
CHAIR
32 x 32
CHEST
40 x 20
CHAIR
32 x 32
CHEST
44 x 20
6/6 KINGSIZE BED
3/3 SINGLE BED

EIGHTH GRADE INDUSTRIAL ARTS

Industrial arts provides the students with many opportunities to observe first hand the materials and processes used in the skilled trades. By using these opportunities to observe, the student acquires some degree of insight and skill to perform the jobs necessary in the actual construction of a house. In this way the student gains helpful experiences in cooperative planning of the house to be built.

Students will learn preliminary planning and the interdependency of various occupations in constructing a house. Classroom activities will stress understanding of vocational terms and symbols, tool usage, and tool maintenance, print reading, available suppliers, and the implementation of these skills in the construction processes.

Classroom Objectives

Cognitive

- Is able to identify potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read and understand blueprints and wiring diagrams.
- Is able to understand the uses of various building materials and when and where they may be applied.
- Is able to gain knowledge and use of power and hand tools used in home construction.
- Is able to develop more effective listening, observing, and reading skills.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

Scale and measurement
Types of building materials
Tool function
Cooperative planning
Print reading
Role playing
Interdependence

Activity I (to be used with "Section E: Construction")

Students will study the heat ducts made from sheet metal for use in the house.

Students will study the size and location of heating ducts as determined by the maximum thermal efficiency possible for the sample floor plan.

Activity II (to be used with "Section E: Construction")

Groups of three or four students may construct a tool display of necessary tools utilized in the construction process.

This display could involve labeling and explaining each tool's use.

This display could be set up in the front hall showcase.

Activity III (to be used with "Section E: Construction")

Students may construct a basic electrical diagram, complete with symbols showing circuit pattern and load capacity. Circuits will indicate what appliances, lighting, and utilities will be incorporated into the individual circuit.

Students could make a list of electrical appliances the family might use. Appliances using 220 volts or circuits serving these appliances, should have separate circuits. Other circuits will be added to the system to provide for future appliances and lighting. Service coming in will determine the number of circuits available.

The completed projects will show the number of circuits, their location, and the appliances run off each circuit (with amp ratings).

Activity IV (to be used with "Section C: Pre-construction Procedures")

Students might look over local code requirements and discuss the reasons for standardization. An electrical inspector or master electrician could explain the justifications behind code requirements and the differences that exist between community, state, and national codes. They could also tell of the problems of the do-it-yourselfer vs. an electrical contractor in meeting code requirements. (Students should be made aware that other building codes do exist.)

Activity V (to be used with "Section C: Pre-construction Procedures")

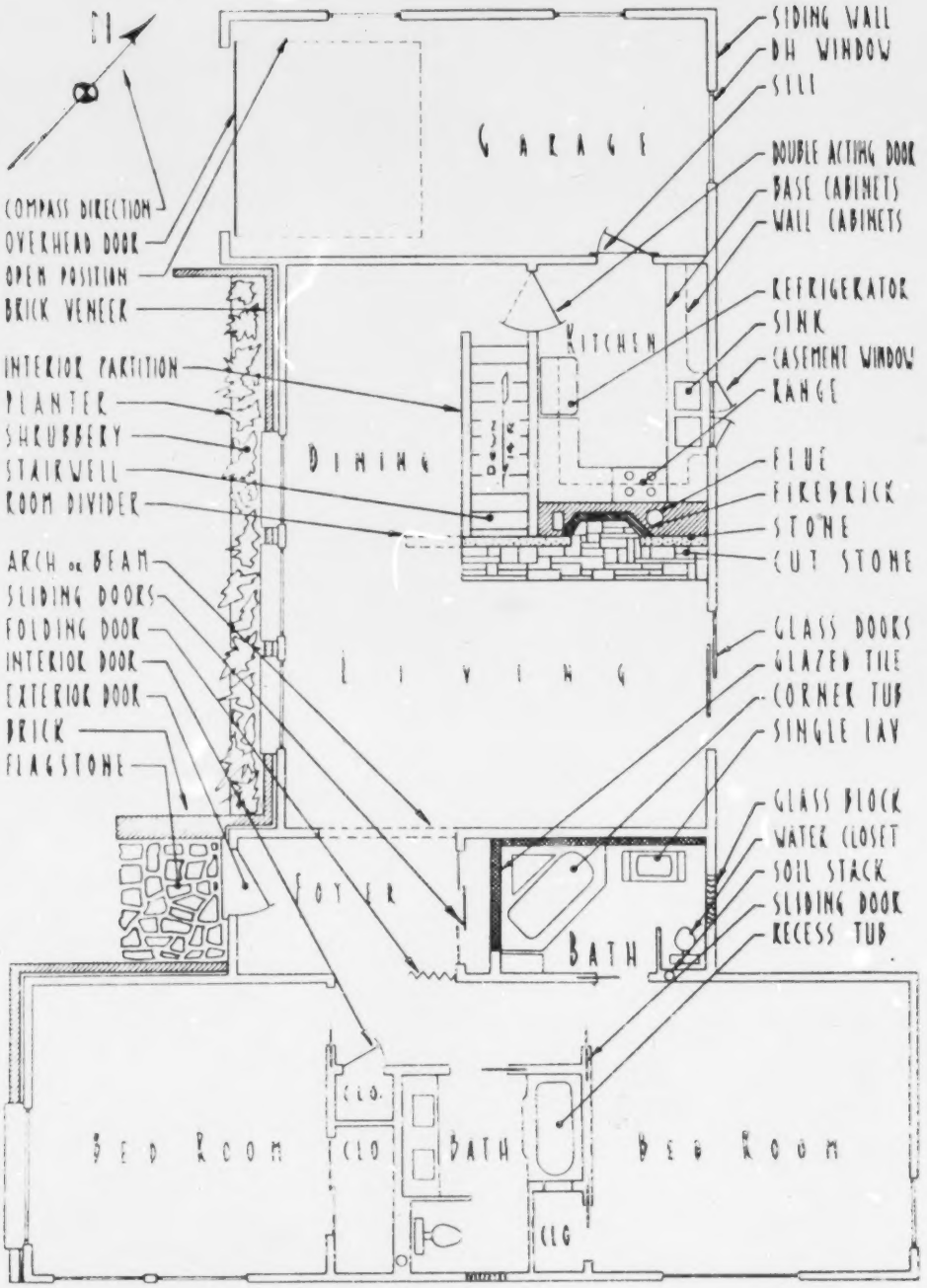
Students should be able to understand basic blueprint symbols. First, the student should draw room templates to scale, indicating rooms, and arrange them into a desired floor plan. Then students should blacken outlines and partitions. Then they will locate doors and windows and stairways. They then may add details such as fixtures and label rooms and indicate dimensions.

Activity VI (to be used with "Section E: Construction")

Students will assist with the development of the interior wall coverings for the house model. To accomplish this, students will photograph the desired interior textures on pressure sensitive paper. This paper could then be cut to a scale representing common building supply sizes such as 4' x 8'. Have students find industrial examples of photographic reproductions used in the manufacture of building materials, such as trim and paneling.

Materials Needed

Resource people
Hand and power tools
Blueprints
Copies of local electrical code
Graphic arts equipment



Floor plan symbols.

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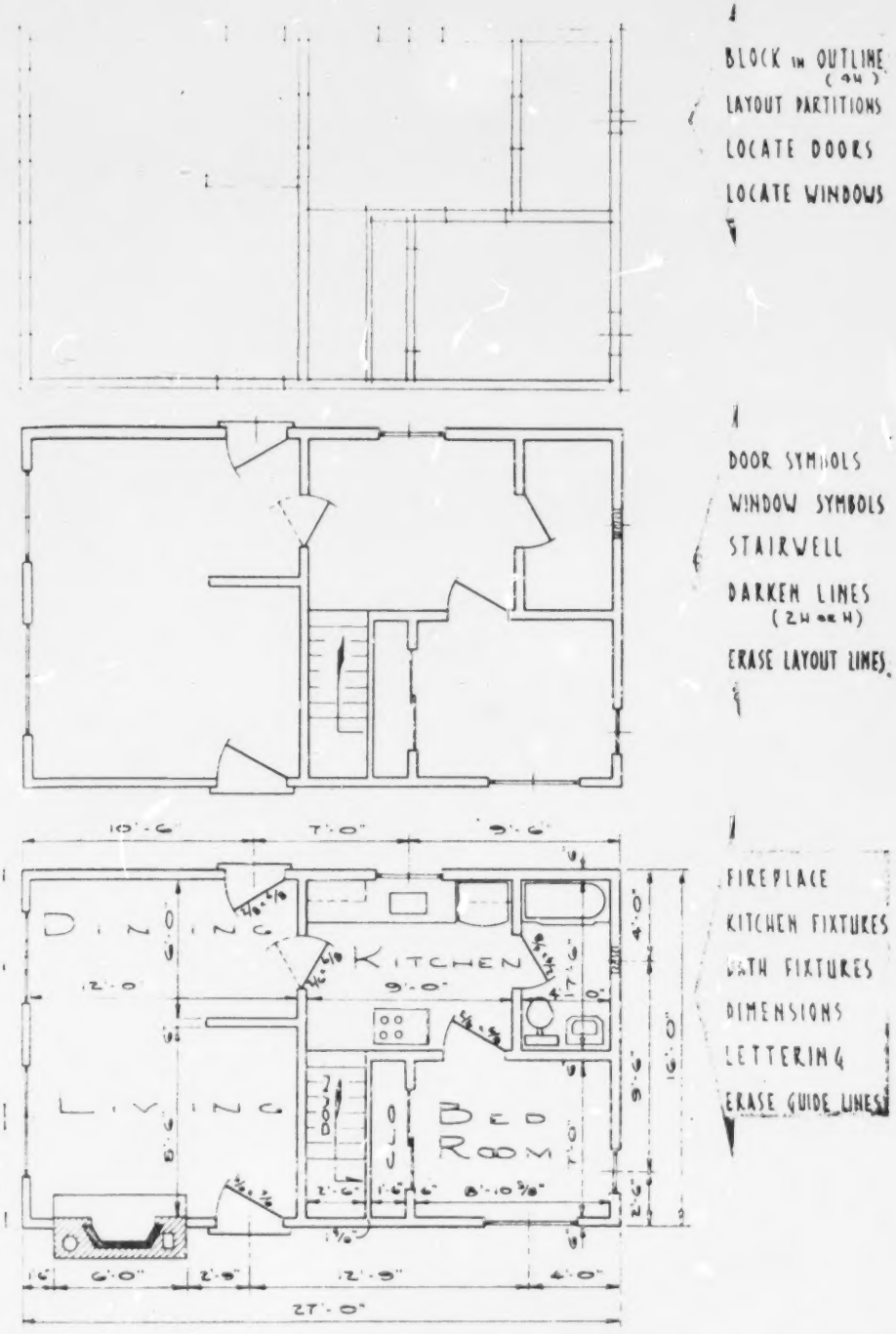

73–3. Steps in drawing a floor plan.

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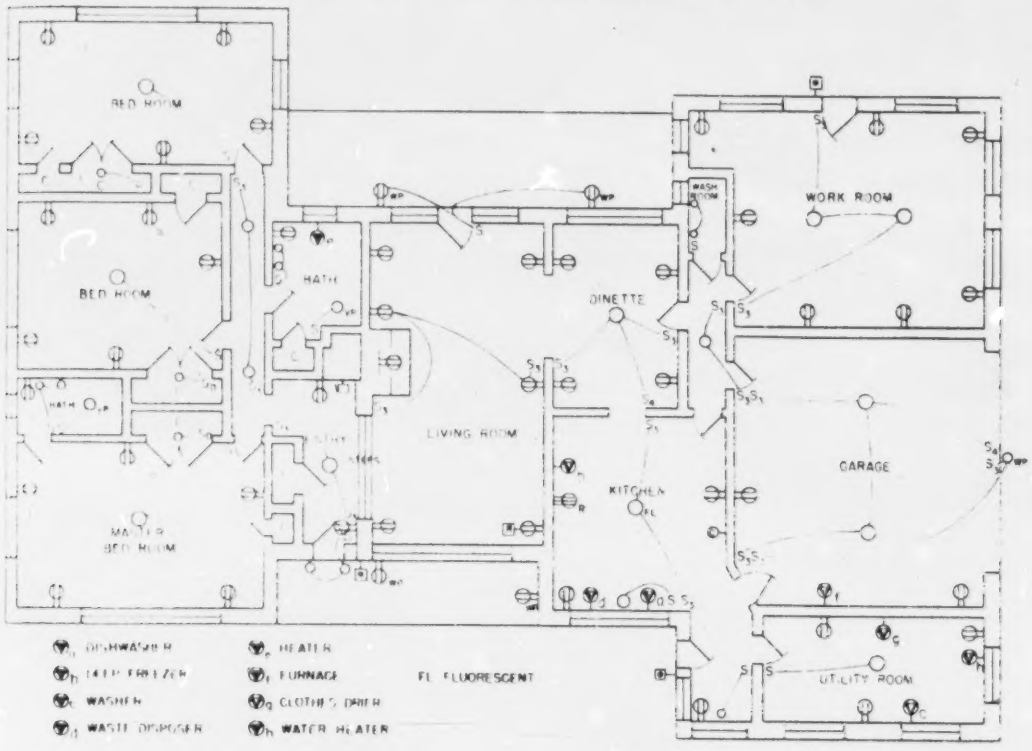
Unit 77. Electricity in the Home

It is important for the average person to understand a few fundamental facts about his best household servant—electricity. Study the diagrams given here and compare them with the wiring in your home. Be able to recognize the important parts of an electrical system. Then you will know all the locations of possible trouble spots. You may also want to check your wiring for proper fuses and adequate grounds.

When architects plan the wiring for a

Floor plan for a home showing the electrical requirements.



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Since many students often feel that math has little to do with their everyday lives, they frequently have a negative attitude toward it. By using the Family Model and the home building project, we hope to show the practical value of math in planning and organizing daily lives.

Another problem involves the attitudes of the parents who might not have done well in math and may feel that they can be of no help to their children with their math studies. With the family budget and all the planning that goes into the home, the parents can show the students how they use math to solve problems which are close at hand. In addition, the students will develop the ability to estimate quantities of money, materials, and measurements. The need for accuracy will also be stressed.

Of overriding concern will be the student's desire to have a feeling of success in computation and problem solving so that he has a positive image of himself and math.

Classroom Objectives

Cognitive

- Is able to identify potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose and theme.
- Is able to read for main ideas and details which support or contradict generalizations.
- Is able to develop more effective listening, observing, and reading skills.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops manual dexterity
- Develops gross motor coordination.

Specific Concepts

Association
Computation
Problem solving
Measurement
Graphing
Budgeting
Money and credit
Scale drawing

Activity I (to be used with "Section A: Needs Assessment")

In this activity the student will be asked to make a comparison of prices involved for renting and/or buying different types of available housing. These should include a comparison of costs between a large city and a suburb.

Students are to use metropolitan, suburban, and/or rural newspapers to establish current housing costs for both renting and buying.

Types of housing to consider:

Renting

- Apartment
- Town house
- Mobile home
- Condominium
- House

Buying

- Town house
- Condominium
- Mobile home
- House

After completing this exercise, the student should be able to make a decision for the Model Family whether it is more profitable to buy a type of home or continue renting.

One point to consider is that in renting, some utilities are included, whereas in buying a home these are assumed. Another point to consider in buying a mobile home is that there is an added cost for the buyer to rent a space in a mobile home park or provide equal facilities on his own lot.

Activity II (to be used with "Section A: Needs Assessment")

The student is to compute the average price of ten homes in each of the metropolitan areas. Locate these areas on the map and label the average selling price for the area as computed. Students may use the classified ads for real estate from the newspaper because the areas are already established.

Activity III (to be used with "Section B: Initial Planning")

The student could compute the total square footage of his home or apartment area. This can be further broken down to include the square footage of each room and closet areas in the home or apartment. After this has been accomplished, the student can determine how much square footage of living space is lost because of stairways and interior and exterior walls.

Activity IV (to be used with "Section B: Initial Planning")

The student will be asked to graph, on standard-sized graph paper ($8\frac{1}{2}$ x 11), the lot on which his house is located, the house's location on the lot, the physical features, and other buildings on the property.

If a student lives in an apartment, he can graph the apartment building in which he lives and the other physical features on the apartment grounds. Because of the size, the student may need more graph paper, taped together, to complete the project.

The students should use a scale of 1" = 16'.

Activity V (to be used with "Section C: Pre-construction")

The students should contact a home builder(s) to inquire as to the current cost per square foot of home living area. (A resource person could be brought into the classroom.) This may include a further breakdown for each room of the house.

Activity VI (to be used with "Section C: Pre-construction")

The students will be asked to investigate costs of different types of building materials:

Concrete blocks
Cement (mortar)
Cement for footings and floors
Lumber--varying kinds and grades
Insulation
Roofing

Activity VII (to be used with "Section C: Pre-construction")

The students will be involved with figuring board footage for lumber and square footage needed for coverage of walls and roof.

1. Find the board feet contained in a 2" x 4" x 8' stud.

2. Find the board feet contained in a 2" x 12" x 16' joist.

3. Find the number of sheet rock (dry-wall) panels needed for a room in the house. Use 4' x 8' sheets and be aware of allowances for windows, doors, and closet openings.

4. Find the number and cost of bundles of roofing needed to cover the gable ($\wedge$) roof covering a 40' x 24' house with a 2' overhang. The pitch is 4" per foot from the upper wall plate to the center of the ceiling joist.

Activity VIII (to be used with "Section D: Financing")

The students can work in groups of four to investigate financial costs and make comparisons on different types of loans available. Personnel from local banks or lending institutions should be brought in to talk about the costs and qualification for loans and some of the jobs available in their businesses. Other resource people could be called in from any of the federal mortgage programs (FHA, VA, GMIC).

After doing the above, students should select a financial company to handle their house's mortgage.

Activity IX (to be used with "Section D: Financing")

Students will be asked to compute interest cost differential by changing the interest rate.

1. 7 percent to 7½ percent on a $28,000 mortgage for 25 years.
2. 7½ percent to 8 percent on a $28,000 mortgage for 30 years.
3. Compute the total interest paid on a $28,000 mortgage over 30 years at 8 percent to show the total cost of the house by mortgaging it.
4. Students could work out a debt redemption plan on a $28,000 mortgage over a 30-year period at 8 percent.

Activity X (to be used with "Section D: Financing")

The students may work in groups to investigate the insurance costs by various companies for different types of coverage. Insurance people can be brought in as resource people. Points to be considered are deductibles, exclusions, location of property (city or rural), fire and police protection in the community, and personal and liability coverage.

Students should be able to select a certain type of insurance plan to fit their needs.

Activity XI (to be used with "Section E: Construction")

Groups of students could be assigned to sub-contract for areas of construction (heating, plumbing, electrical, and lumber). Much of this cannot be determined until they have decided what decor is to be included during "Section F: Interior Decorating."

Each student will be expected to turn in an analysis sheet showing individual materials needed, cost per item, and total cost. They will then list a cost and time requirement for installation or construction of each area sub-contracted.

Students will be required to get cost estimates from three sources in the area.

Activity XII (to be used with "Section E: Construction")

The student will have the task of calculating the cubic yardage required for concrete work.

1. Basement floor: 40' x 24' x 4".
2. Driveway: 16' x 50' x 4".
3. Garage floor: 22' x 20' x 4".
4. Sidewalks: 15' x 2' x 2", plus 10' x 2' x 2".
5. What is the total number of cubic yards of concrete needed for the four projects?
6. What is the cost of the concrete at the rate of $21.75 per cubic yard?

Activity XIII (to be used with "Section G: Financial Inspection and Closing")

The students could be given the task of determining the closing costs as accurately as they can. Closing costs will vary with the type of financing arranged for the home. Officials of lending institutions may be brought in to explain some of the hidden costs in buying a home (aside from the loan itself). Ask the resource person to explain such things as title search, selling points, legal fees, federal tax stamps, survey fees, and deed registration.

(Insurance under "Section D: Financing" may be used here also.)

Activity XIV (to be used with "Section H: Landscaping")

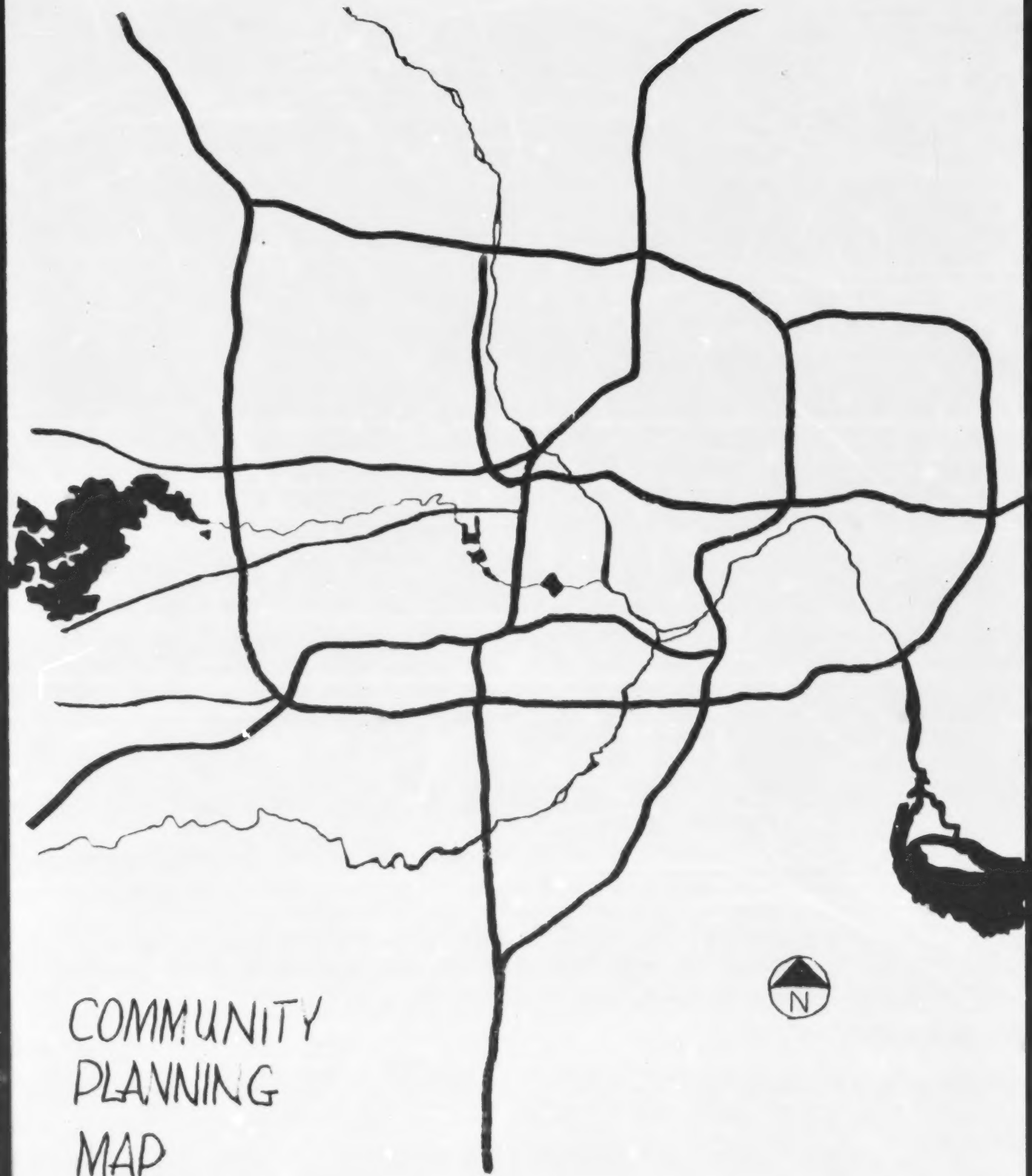
The student will be given the task of determining the number of yards of sod needed to landscape the Home Model area or the number of pounds of grass seed required to plant the area.

Some points for consideration are:

1. House area
2. Garage
3. Driveway
4. Sidewalks
5. Flower beds and garden
6. Patios

Materials Needed

Local newspapers
Graph paper
Map of local metro area
Resource people
Appropriate audio-visual materials



COMMUNITY
PLANNING
MAP

INCLUDES ALL LAKES, RIVERS AND MAJOR ROADWAYS

EIGHTH GRADE PHYSICAL EDUCATION

Along with the increase of leisure time in the United States, there has been a corresponding increase in the demand not only for leisure activities and facilities, but also for additional people needed to organize, promote, and operate leisure programs. The rapid expansion of spectator sports as a prime entertainment medium has caused an increased demand for professional athletes. Additional careers exist in sports writing, editing, broadcasting, financing and operation. Personal participation in all kinds of sports has led to an expansion of the sporting goods industry.

On the individual level, students should realize that physical education and development is a continuing process not limited to their adolescent years. Consequently any consideration of a future home should take into account facilities for exercise and recreation which will allow for personal growth and lifestyle maintenance.

Classroom Objectives

Cognitive

Is able to identify personal potentials and interests as they relate to physical education.
Is able to understand that physical education is a continuous process and not limited to adoloscent years.
Is able to understand that recreational facilities are assets to personal growth and should affect location types of decisions.
Is able to interpret tables, graphs, and charts.
Is able to clarify purpose or theme.
Is able to read for main ideas and details which support or contradict generalizations.
Is able to develop more effective listening, observing, and reading skills.

Affective

Empathizes with others.
Creates an atmosphere in which others feel secure.
Views self as a worthy person.
Develops a positive self image.
Views physical education as a critical aspect of physical and mental health.

Psychomotor

Develops manual dexterity
Develops gross motor coordination

Specific Concepts

Physical fitness
Sportsmanship
Recreation
Character
Participation
Group effort
Spectator sports
Individual sports

Activity I (to be used with "Section B: Initial Planning")

In this activity, the students will become aware of the numerous manufactured physical education hardware available for home use. Assign the students the task of bringing a catalogue from a large retail store to class. Direct them to attempt spending $250 on physical education equipment which they would like to have in their home. These lists of equipment should be kept for future activities by each student. After each student has made his consumer choices, list sample devices under headings such as:

Boys
Girls
Body building
Recreation
Indoors
Outdoors
Individuals
Group

On the blackboard, ask the class:

1. Do eighth graders have similar physical education needs? Explain.

2. Why are there similarities and/or differences in consumer choices for boys and girls?

3. Do you think adults would choose similar things? Explain.

4. If you actually bought these items, would your recreation needs be fulfilled for the rest of your life? Explain.

5. Which items on your personal list would you consider giving up if your income became smaller?

Activity II (to be used with "Section E: Construction")

Using the list of physical education hardware which was compiled in Activity I, isolate those items which are used primarily indoors. After the student has done this, he or she must decide how much area proportionally can be allotted in the home for recreation and physical development. Make a diagram of this space and efficiently incorporate the equipment into that area. Keep in mind that some areas can be used for more than one kind of equipment and activity.

Phase II. Using the same format, repeat the process for the lot on which the proposed home is to be built. Identify which areas and how much space can be devoted to recreation and physical development outside of the home. Clearly label the diagram and mark the areas which can be used for the equipment the student has decided to purchase. (See Making a Landscape Plan included in art unit.)

Phase III. During this activity, the student is asked to widen his perspective to look at the significance of location and its influence on recreation when choosing a place to live. The student should assess his recreation and physical developmental needs and determine which geographic and man-made features are important to fulfill these needs. For example, is the building site close to lakes and ski areas if the student sees water and winter sports as important? The student should write out these needs and give detailed descriptions of what kinds of geographic and man-made features apply to him as an individual.

EIGHTH GRADE SCIENCE

The primary focus of the eighth grade science unit is to develop an understanding of earth materials used in building structures and an awareness of the effect of soil, climate, and environment on various landscaping plants selected for use in our area.

Man--a living organism in the world of living plants and other organisms--is the manipulator of his environment and is obligated to contribute to and protect the ecology of the earth as well as contribute to an aesthetic beauty of the land. Effective landscaping is one means of doing so.

Classroom Objectives

Cognitive

- Is able to identify potentials and interests.
- Is able to interpret tables, graphs, and charts.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.
- Is able to develop more effective listening, observing, and reading skills.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops manual dexterity.
- Develops gross motor coordination.

Specific Concepts

Laboratory analysis
Classification techniques
Conservation
Energy budgeting
Building material analysis
Ecological systems

Activity I (to be used with "Section C: Pre-construction Procedures")

The students could draw a contour map of the lot area on which the house will be built.

The map could be drawn to scale for the lot size. The contour interval for the map could be one contour line for each foot of change in elevation.

Activity II (to be used with "Section C: Pre-construction")

By using the techniques learned in Earth science class, the students could analyze the soil samples taken from the lot.

The sample should be a short core specimen of the first few feet of fill. The material samples should be checked for particle size and composition. Students might want to determine if settling of the fill on the lot is completed or not.

Activity III (to be used with "Section C: Pre-construction")

By checking with the city engineer, the students may determine: 1. the distance from the surface down to bedrock, 2. the type of foundation for the home, and 3. the depth of drilling for a well if one is necessary.

Activity IV (to be used with "Section C: Pre-construction")

By checking with the city engineer, the students should determine the level of the water table in the area of the lot because this is necessary to anticipate the possibility of water seepage into the foundation. (Note to teacher: in some instances, water levels have been down for a few years. People building at such times have inherited the problem of water in their basements when the water table comes back up.)

Activity V (to be used with "Section E: Construction")

Using resource information from lumber companies, study various types of woods for interior and exterior use. Determine their desirability for construction based upon availability, cost, durability, aesthetic beauty, and long-range impact upon the environment.

A resource person from a local lumber firm might be willing to help describe the various cuts of wood and how they are extracted from trees.

Activity VI (to be used with "Section E: Construction")

By using techniques developed in Earth science, study the effect of light on various colors of roofing materials.

The student will gain information relating to heat absorption, reflection, and heat loss resulting from various materials used for construction of the home.

Besides working with roofing materials, the students can determine the amount of heat loss through the doors and windows of the house. They could calculate the glass area of the home. Heat loss rates can be obtained from local gas companies, heating, or air conditioning firms.

Activity VII (to be used with "Section H: Landscaping")

Using the information learned in life science and earth science, develop a chart showing the kinds of plants which could survive in your climate and the kinds of soils which would be best for the plants.

The list should be quite inclusive so the selection made for the actual planting will be functional throughout the entire landscape area. (See art unit.)

Activity VIII (to be used with "Section H: Landscaping")

Using charts, books, and information from nursery men, the students could make a list of growth sizes for plants which could be used in the climatic area for the family lot. Also, the plants listed should be grouped into sun and shade tolerant plants.

Activity IX (to be used with "Section H: Landscaping")

Using various charts and books, the students might draw a graph showing the growth rates of various plants being considered for planting.

After this activity, the students should be able to correlate activities VII, VIII, and IX in Section H. They could construct a final diagram which will demonstrate their ability to correlate growth rate and size for the plants used to enhance landscape design.

Activity X (to be used with "Section H: Landscaping")

Using the skills of classification, students could identify various insects, pests, and disease-producing organisms which may affect the survival of the plants selected for the climate.

Make certain that consideration is given to those organisms which could attack the plants at various stages of its growth. Current reference books are available in addition to the textbook for this information.

Have a representative from the Department of Natural Resources come in to discuss the various control devices which can be used against these harmful organisms. An entomologist could be consulted to determine if groups of organisms could be introduced into the area to keep the harmful organisms under control.

Activity XI (to be used with "Section H: Landscaping")

Students could study various types of fertilizers and nutrients for plants that will be selected, taking into consideration the soil in which they will be growing. A representative from a nursery, college agricultural department, or a county agent, could be consulted for information regarding these materials.

Activity XII (to be used with "Section H: Landscaping")

As an alternative to fertilization techniques mentioned, investigate the possibilities of using organic gardening methods.

Representatives from organic gardening clubs could be consulted for information or classroom discussions.

Activity XIII (to be used with "Section H: Landscaping")

Students could grow various types of plants in the classroom setting. Seeds from trees could be planted and nurtured until they attain an age where they could be transplanted into a garden setting.

Materials Needed

Graph paper
Resource people
Potting soil
Plant growth charts
Pots

EIGHTH GRADE SOCIAL STUDIES

The intention of eighth grade social studies is to promote career development in conjunction with political science and geography. Many of the activities will center on group cooperation and discussion. Students will have the opportunity to explore different lifestyles and values in relation to careers and the Home Model. Each student will also have the opportunity to evaluate his changing likes and dislikes.

Classroom Objectives

Cognitive

- Is able to identify his potentials and interests.
- Is able to interpret tables, graphs, charts and maps.
- Is able to be aware of differing lifestyles.
- Is able to clarify purpose or theme.
- Is able to read for main ideas and details which support or contradict generalizations.
- Is able to develop more effective listening, observing, and reading skills.

Affective

- Empathizes with others.
- Creates an atmosphere in which others feel secure.
- Views self as a worthy person.
- Develops a positive self image.

Psychomotor

- Develops manual dexterity
- Develops gross motor coordination.

Specific Concepts

Role playing
Foreclosure
Deed
Law
Legal requirements
Contract
Taxes
Title
Insurance
Hidden costs
Homestead
Tenant
Ownership
Realtor
Discrimination
Prejudice
Gerrymandering
Map symbols

Activity I (to be used with "Section A: Needs Assessment")

The following activity is intended to stimulate discussion of racial discrimination in relation to housing. This exercise will point out the need for regulation and supervision of the private housing market, to enforce the spirit of the fourteenth amendment to the Constitution.

The Price Family

Jamar and Karen Price are a black couple who recently moved to Minneapolis from Florida. Having friends in Minneapolis, the Prices accepted the invitation to reside with them until they can buy a home. Jamar has a $20,000 a year job with the Personnel Department at Honneywell. Jamar and Karen have two children, Jim six and Claudia four, and are interested in buying a house in the metropolitan area.

Jamar's friends, Sidney and Jane Walsch, have located a home in their neighborhood and talked to the realtor who has no committed buyers for this $39,000 home.

Jamar and Karen set up an appointment with the local realtor who showed them the house (hurriedly) and at the conclusion tells them that an offer for the house has been made, and implies the house is all but sold.

Later that day, Sidney and Jane contact the realtor who says the house is still available and asks them to have their friends (who have not been identified to the realtor as black) see the house soon.

Jamar and Sidney later discuss the situation and see clear-cut discrimination.

Divide the class into groups of five and have them discuss the following questions:

1. If you were Jamar, what would you do?

2. What procedure would you follow if you felt the realtor is wrong? (Legal Aid Society, City Attorney, Civil Liberties Union)

3. Explain the function of the Human Rights Commission.

Activity II (to be used with "Section A: Needs Assessment")

This activity will allow students to compare the advantages of renting with those of buying a dwelling. Specifically, the students should be able to relate the decision of buying or renting a dwelling with the lifestyle of the customer.

Select five students from the class. Each student will research one of the following topics for presentation in a panel discussion: townhouses, condominium, house, mobile home, apartment. The presentation should include definitions of each category, the approximate average cost of each dwelling in relation to the other categories, and the kinds of family situation for which each dwelling would be most appropriate.

At the conclusion of the panel discussion, divide students into small buzz groups. In these groups students will devise the characteristics for the "ideal" family in need of each type of dwelling. Students will consider: number of family members, number of rooms in dwelling, income of family, recreational needs of family, occupations of family members.

Then students will evaluate their "ideal" family by utilizing the enclosed needs checklist.

Activity III (to be used with "Section B: Initial Planning")

The following exercise on gerrymandering is intended to acquaint students with political districts within a residential area. After completion of the exercises, the teacher may wish to discuss local district maps.

(From: "Questions Designed for More Than Memory")

What is meant by gerrymandering?

Gerrymandering is a term used to describe the abuse of power whereby the dominant political party in a legislature arranges constituencies unequally so that its voting strength may count for as much as possible.

Part I.
Each district in the diagram of the mythical state has about the same population and is dominated by the designated political party "A" or "B." The state must be divided into five voting districts of about equal population. Each district must contain three counties.

A B B A A

A A B A B

A A B A B

What is the greatest number of districts that Party A could control if it is in charge of the redistricting and chooses to gerrymander? What is the greatest number of districts that Party B could control if it is in charge of the redistricting and chooses to gerrymander?

The mayor recently appointed a committee to study the fairness of the boundaries of the election districts in our community. Gather information about the present districts and the population in each. Determine whether the present city election districts are adequate.

Would you favor having your political party engage in gerrymandering if it had the opportunity?

Part II.

The Big Gerrymander (?) The map below represents the city of Utopia without wards. 40 per cent of the voting population is Negro. You are a member of a special commission to draw ward boundaries for the election for five aldermen.

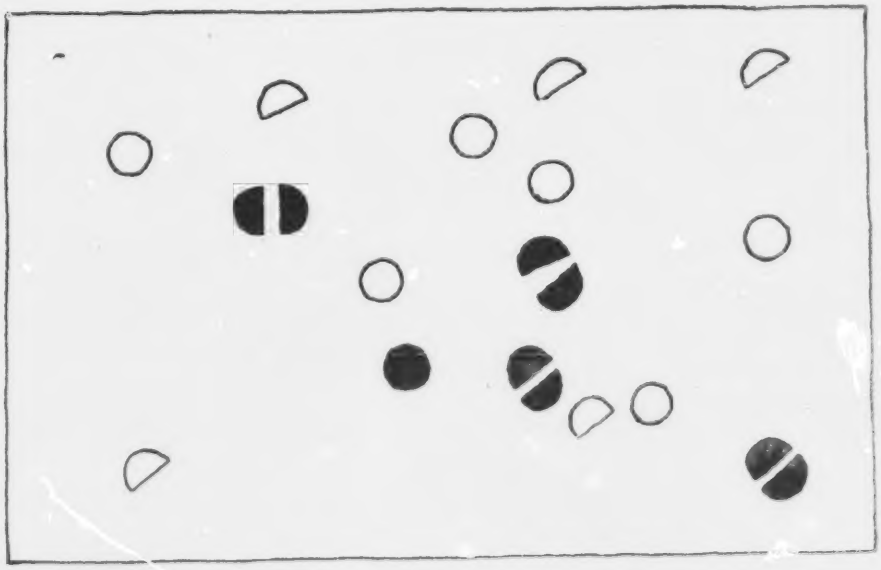
A. Draw straight lines on the map dividing the city into five districts in such a way that each district has the same number of voters, but the white voters outnumber the Negro voters in each of the five districts. Use solid lines.

B. Draw broken straight lines on the map dividing the city into five districts in such a way that each district has the same number of voters, but the Negroes outnumber the whites in two of the five districts. Use broken lines.

C. Draw dotted straight lines on the map dividing the city into five wards in such a way that the Negro voters outnumber the whites in three of the five districts, but each district has the same number of voters. Use dotted lines.

○ = 1,000 white voters ● = 1,000 Negro voters

◠ = 500 white voters ◒ = 500 Negro voters



Activity IV (to be used with "Section B: Location")

The following activity will give the student opportunity to demonstrate skills of location on a state map.

Using a state map, have the students locate various cities, rivers, lakes, state parks, state forests, Indian reservations, interstate highways, railroads, or historical sites. Students will use the map index to find the above locations.

Activity V (to be used with "Section B: Location")

The following activity will allow students the opportunity to interact in groups in decision making. Student groups will spend a limited time planning a residential area and later discussing the reasons for their decisions.

On the map provided, construct an imaginary city using the political and physical features. Include in the city:

1. Two swampy areas
2. Two residential areas
3. One golf course
4. Three parks
5. Three major highways
6. Two light industrial areas
7. One heavy industrial area
8. One outlying shopping center
9. Two other commercial areas
10. Two elementary; one secondary school
11. Two railroad lines
12. One police department
13. One fire department
14. One court house
15. One hospital
16. One airport
17. Other significant landmarks

Divide the students into groups of two to four for approximately one hour to construct the map with the symbols of their choice. Students will present their plans to the class giving reasons for building their city as they did, and for using the kind of symbols they did. Following the student presentations, they will summarize the need for standardized symbols for map reading, cooperation between city and states, and zoning regulations.

Activity VI (to be used with "Section B: Location")

The following includes other possible maps that could be utilized by individuals or groups of students.

Crime rate maps
Transportation route maps
Fire frequency and hydrant location maps
Population maps
Racial - ethnic residential maps
Zoning maps
Projected and future planning maps
Urban renewal maps
Physical layout maps
Geological maps

The above or other maps should be available from local governmental officials. These maps could be assigned as individual or small group study projects and used in presentation by interested students to the rest of the class. Students could also compile job titles and descriptions related to the above map studies (i.e., who will use these maps and how they would be used).

Activity VII (to be used with "Section D: Legal Responsibilities")

This activity has been designed to emphasize the legal responsibilities of the buyer of a dwelling. Students will have the opportunity to participate in a role-playing situation, and will be presented with the legal consequences of financial irresponsibility.

Select four students from each class to gather factual information on foreclosure procedures. (Have students contact a local banker or lawyer who has been previously contacted by the teacher or invite the resource person to class.)

These students will then plan and present the information gathered, utilizing other students in the class to play the various roles in a role-playing situation.

Students can volunteer for the roles or be selected by the original research group. Student roles will include:

One judge
Two lawyers
One family to be foreclosed on (four members)
One banker or representative from a mortgage company.
Any other roles the students determine as being necessary.

After the situation has been role-played, students should have the opportunity to express their feelings toward the situation and clarify any points of the procedure.

Activity VIII (to be used with "Section D: Financing")

The following activities are intended as small group activities and/or suggestions for resource persons. The teacher may either divide the class into five groups or may present the topics through resource persons.

Select a small group of students to research the property tax rates of several local communities. Students can use maps, charts, other related documents which may be obtained from the assessors office. Have the students compare tax rates of city, suburban, and rural areas, if possible.

As a resource, contact FHA for a speaker to present the FHA plan as one alternative for financing a house or select students to present a report on the subject.

Ask a local banker or realtor to explain to the class the "hidden costs" involved in purchasing a house (abstract preparation, title search, survey, bank's paper work). Explain the small print in a contract or have a small group of students research and present this topic.

Ask the County Assessor to explain about filing for homestead exemption and its value to the homeowner, or have three or four students present relevant information on this topic.

Have representatives of the local Tenants Rights Union explain to the class the rights and responsibilities of tenants and management/landlord, or have a small group of students research and present this topic.

Activity IX (to be used with "Section E: Construction")

Each student will select a topic for individual research during study time. Students will be able to work at their own rate on topics they are most interested in researching. As the student does his research he should complete the enclosed form and upon completion, it should be turned in to his/her teacher for evaluation and credit. Career resource persons should be consulted.

Activity X (to be used with "Section E: Construction")

The following activity will permit students to listen to and discuss with a local building inspector, the code requirements for home construction.

The teacher will contact and have a local building inspector come into the classroom and explain his role in enforcement of the building codes. The building inspector can give information about his career and training as well as outline the rationale behind building codes and uniform requirements.

Materials Needed

- Selected readings and worksheets for the student
- Selected guest speakers
- Local and state maps
- Other maps to be used in the activities
  - Crime rates
  - Transportation
  - Fire frequency and hydrant locations
  - Density
- Supportive audio-visual materials
- Supportive material from bibliography

CHECK LIST

1. Is the neighborhood desirable?
2. Is there sufficient bedroom space for the family?
3. Are the work centers well planned? (For example: centers for food preparation, laundry, sewing.)
4. Is the place easily accessible to work, shopping centers, school, church, and the like?
5. Is storage space adequate and conveniently placed? (For example: for outer and inner clothing, children's toys, tools, cleaning equipment, kitchen equipment and supplies, trunks, bicycles, sports equipment, and garden tools.)
6. Is the space for eating satisfactory?
7. Are the facilities for recreation, hobbies, and entertaining adequate?
8. Do sleeping areas provide good ventilation, adequate space, and sufficient privacy?
9. Are kitchen and living room exposures desirable?
10. Are bathroom facilities sufficient for family and guests?
11. Is there space for guest accommodations?
12. Will the rooms lend themselves to furnishings already on hand?
13. Are bedrooms accessible without passing through the living room?
14. Is there too much lost hall space?
15. Is there an upstairs exit over the roof or the garage if a fire should block the stairs?
16. What has the present occupant to say about the house or apartment?

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the apartment guide

There's an Apartment in Almost Everybody's Future!

Apartments are the home of the future. There's no doubt about it.

They will be somewhat different from today's models, but apartment living is definitely the trend. It's not just the lack of available land space that dictates this change; it is the increasing number of options people see for their leisure and a growing unwillingness to become enslaved to the dollars-and-time demands of a conventional house. We're going to see larger units, more square footage, more exciting floor plans, elevational changes – extensions of what's happening now in such design flares as the balcony loft over the living room and sunken rooms or those with conversation pits.

There will be four and five-bedroom apartments in the upcoming years. Today's townhouses attest to the feasibility of such construction.

The trend is away from the long center court or hallways. Instead, there will be better outside access for each apartment.

There is sure to be an increase in individual apartment ownership.

All these projected developments reflect certain basic characteristics of the apartment dweller. The average family income in apartments is, already, substantially higher than for the average home-owning family. The apartment dwellers are a very diverse group, in terms of interests and ages. You're apt to find the apartment dweller on the ski slopes of the Swiss alps, not fixing the shingles on the north wing; or hunting and fishing, not pulling dandelions in the front yard. He's more inclined to be taking courses at the U or spending an evening a week in Art School than shoveling snow or cleaning out the eaves.

The age range goes all the way from the very young, still students, through the Swinging Singles, the young marrieds, the empty nesters, the elderly.

There's an element of built-in sociability which most apartment dwellers like and which – if they don't like – they can easily decline. Many apartments offer a full program of recreation and parties, even chartering buses to go to plays and football games. A recent development is offering classes right in the complex, teaching whatever a sufficient number of residents requests – pottery making, skiing, you name it.

Apartment living offers a chance to locate in any part of the city or suburbs; its cost is stable and predictable, with no unpleasant shocks like furnace repair, re-roofing, replacing a water heater; there is a freedom from the drudgery of home-owning, the chores of raking leaves, painting walls, shoveling snow; there is a flexibility that enables the apartment-dweller to take advantage of a distant career or educational opportunity without the worry and time-lag of selling a house. Apartment living is comfortable; it gives you time to develop a hobby and enjoy it. There are amenities that the private home can almost never afford – spacious party rooms, saunas, putting greens, indoor heated pools. It's a place you're proud to live in and eager to show off to your friends.

Apartment living is no way station to another, more permanent type of housing. Not any more. People choose it for an on-going homelife. So much so that *owning* an apartment or townhouse is becoming popular. By 1975, it seems evident that there will be more condominiums and townhouses built than rental apartments or single-family detached houses.

The reasons for this trend include the fact that land costs are very high and getting higher and the multi-family dwelling conserves land. Many people can't afford or don't want to invest in a single-family dwelling. But, for those who prefer buying to renting, the condominium or townhouse is becoming a viable alternative.

The Apartment Guide has opened a Condominium and Townhouse Department and is backgrounded to explain the features of these new types of housing and to help you with decisions regarding them.

DEPOSITS

A "deposit" in some form or other is required with nearly every apartment rental in the Twin Cities. They may be designated as "security" or "damage" or "cleaning" or "for pets" and they range from $25 up to a total of two months' rent, in some cases.

The reason for a deposit is that the building owner has this fund as insurance against damage or unusual cleaning required after the resident leaves. But the exact arrangement about the deposit should be in writing, so that both the owner and the renter know what the money is for, under what circumstances it will be retained by the owner, and when it will be returned to the resident.

The deposit is by no means "part of the rent." Only Slumlords pocket the deposit and refuse to return it under any circumstances. But honest misunderstandings about deposits can occur; an agreement in writing prevents this from happening.

SOUNDPROOFING

Soundproof! There is no such thing. But you can come close to getting it, if you follow the recommendations of the Apartment Guide.

Most apartments in the Twin Cities are wood frame construction. This can mean a tremendous variation in sound control – all the way from practically none to very good. Techniques such as staggered studding, extra wall layers dead air space, concrete floors, sensible design, can make a big difference.

If you want the ultimate in quiet, rent in an all-masonry building: an apartment unit surrounded with concrete on all sides – up, down, and dividing walls. Masonry buildings are relatively few, and more expensive; but, if you're a sound "nut", stop looking elsewhere.

One way to achieve sound control is to live where quieter people live. If you are next door to a party-giving swinger or an operatic tenor, your sound problems have to be intensified!

If you don't mind noise at all (you're a stereo enthusiast or have joyous late-night parties) then you should still check the sound control to make sure it's going to keep *your* sounds in bounds. It could save you from an eviction notice.

There is no way to evaluate a building's sound control by looking. You must apply the acid test, if you're in doubt. Bring your portable radio along and ask the manager to let you conduct a test. You know how to do it! Just find two units next to each other and do your radio blare th ng.

Don't ever expect *complete* soundproofing, though, and it's well to remember that a little noise can be comforting, reminding you that there are neighbors close at hand in case of danger or emergency – or even just to keep loneliness from closing in.

Whatever your needs and preferences in sound control, the Apartment Guide is your best reference. The Guide can help you find a quiet place or a lively one. We know where they are.

HAPPY CHILDHOOD – WHERE?

Where's the best place to raise a child? A farm, you say, or a small town? Maybe your own home with a big yard. You could be wrong with all those answers. Your children might have their happiest, safest, most developing years in a modern apartment complex.

Not all apartments accept children. Others do so only grudgingly and with restrictions (one child per family - or only children under age two or over age 16). But the Apartment Guide knows the locations where children are welcomed and provided for. Ask.

Many apartment owners are seeking creative ways to make their buildings and grounds appealing to families with children of varying ages. There are tricycle runways and wading pools, scaled down courts for games, miniature lakes with a few inches of water, just enough to float an inner tube or a plastic boat, not enough to be dangerous. There are tire swings and playrooms in the laundry room. There are day care centers and listings of other residents who will baby-sit.

Best of all, there are facilities for the whole family to enjoy together: swimming pools and walks in the woods, putting greens, tennis courts, party rooms. And the apartment lifestyle with no plumbing repairs, no snow to shovel, no leaves to rake – means that spare time can be fun time.

THAT'S NO DOG – THAT'S MY PET!

Once upon a time, living in an apartment building was a lot like living in a freshman dormitory. There were all kinds of rules and regulations to control your life. Remember the old joke about the tenant confessing everything to his prospective landlord? No, he didn't have any children, or pets, or bad habits, but he did own a pen "that squeaks a little."

Things are different now. There are enough apartments and enough different complexes to suit almost anyone who has an urge to live the no-maintenance, no-repair life of the apartment dweller. He no longer has to sacrifice his privacy, his integrity – or even his fox terrier – to enjoy the comforts of apartment living.

A growing number of apartment building owners have come to recognize that they've been overlooking some good tenants just because a few of them have four legs. And they're opening the doors of their complexes to the people who declare, "Love me, love my dog," or who include a cat in the family circle and who wouldn't think of giving up a pet just to live in an apartment.

The tenant with a pet, however, won't find every apartment owner welcoming him. He'll need guidance to find just the right apartment. The Apartment Guide is ready to help, with information on units where pets are accepted and the advantages of each unit from other standpoints, as well. Stop in and see one of our expert counselors.

Newspaper ads may be helpful, but they need screening. It's one thing for a building to advertise that it will accept pets; it's another to ascertain whether provisions have been made to accommodate pets adequately.

The tenant with a pet needs to know the attitude of other tenants in the building; about sound control; the availability of grounds to air the pet; whether the rules are too restrictive or not restrictive enough.

Building owners are understandably concerned about the tenant with a pet. Although they feel that the tenant has a right to live as he chooses, they worry that the pet may chew the carpeting, scratch the molding, stain the floors, leave a permanent odor in the apartment, strew droppings on the lawn, spray the shrubbery, keep other tenants awake with howling, barking and caterwauling, frighten people in the elevators or halls.

One person's right to own a pet ends at the point of another person's right not to be bothered by it. This is true for a pet owner, also, who does not wish to be annoyed by another's pet. So the apartment resident with a pet should be prepared to follow certain rules when renting an apartment.

Some apartment owners or managers want to see the pet, observe its behavior. They may have requirements as to size and want to check conformity to these limits. Most will not accept what are termed "exotic" pets, such as ocelots. In some buildings, pets are barred from the elevators, party rooms and pool areas. Pets may be permitted to live only in certain buildings in a complex. In other complexes, the number of pets per building or per floor is restricted. Pets may be allowed only in ground floor apartments or only on second floor.

More and more buildings have fenced-in areas for exercising pets, so that grass and shrubbery elsewhere will not be harmed. Some buildings do not permit dogs, but allow cats since most urban cats remain indoors and their sanitary needs are met by the new cat litter products which are absorbent and odor-free.

Be prepared to pay an extra deposit, as your pledge that the pet won't damage the premises. Have the necessary papers to show that your pet has had all its shots and received a clean bill of health from a veterinarian.

Neutering, de-clawing, a certificate from obedience school, letters of recommendation from previous building owners – any or all of these may be required of you. Try not to feel hostile; the landlord doesn't know what a wonderful dog, what a superb cat you have. He may be judging on the basis of other people's pets!

A LEASE ON LIVING

Be sure to sign a lease or some kind of rental agreement. It's for *your* benefit. Here's why:

(1) It specifies, in writing, who does what. It sets forth what the building owner's responsibilities are and what yours are and the remedies each of you has in case of non-compliance.

(2) It protects you against rent raises for the term of the lease and against being evicted without proper, specified cause.

(3) It guards against misunderstandings and disputes.

(4) It contains provisions for terminating the lease, if the necessity arises.

If the building owner does not offer a lease or rental agreement, it is a good idea to provide your own. Verbal agreements are easy to misunderstand, easy to forget.

If there is anything about the lease or rental agreement that you do not understand or have doubts about, the time to question it is before signing.

Sometimes alterations are needed to make the lease fit. If requested, the owner may make certain modifications, either inserted in the lease or attached as riders. A "buy or build" or "job transfer" clause are among the more common adjustments made in a lease, permitting tenants who are planning to buy or build a house, or those for whom a job transfer out of town is a possibility, to terminate the lease with, probably, 60 days' notice.

In the absence of a written agreement between owner and occupant of a building, Minnesota State Law prevails. Among its chief provisions are those regarding notice of termination of the occupancy. A resident who pays his rent by the month is required to give 30 days' notice, in writing, of his intent to move. The notice must be delivered the day *before* the rent is due. In those cases where rent is paid by the week, the notice is, accordingly, a week's time, in writing, given the day before the rent is due. If the owner wishes to evict the tenant, the same notice period is required, also in writing, and delivered the day before the rent is due.

Obviously, state law covers only a fraction of the relationship between resident and apartment owner. A lease or rental agreement that fits the individual situation is essential. It may go against your instincts to sign anything you don't have to; but, in the case of a lease, know what you agree to, protect yourself – but get your relationship *in writing*.

Better Safe . . . .

Many apartment buildings have security systems these days; but apartment living, in itself, is a safeguard. You have neighbors close at hand who are – perhaps subconsciously – aware of your normal schedule and would be alerted by unusual lapses, sounds or activity.

Buildings are constructed in strict conformity to code and with extra protection in the way of fire retardants. You are quite safe from fires and have the added factor of modern alarm systems, sprinkler installations, and many neighbors to warn you of an emergency.

Crimes against the person are virtually unheard of in modern apartments and burglary is less likely where there are people in adjoining units "on guard" by virtue of the fact that they live there.

However, there are certain security measures that everyone should adhere to. Minneapolis City Ordinance requires deadbolt-type locks in rental units in the city, but police report that people don't use them. They find this out when they investigate robberies!

And some building owners have relaxed their ban against pets because a well-trained dog is an excellent alarm system.

It should go without saying that some neighborhoods are more likely to be besieged with burglars. The Apartment Guide knows the characteristics of all the neighborhoods in the Twin Cities. That could be important to you.

Be careful about your keys. For example, if you're having your car repaired – or leaving it in a parking lot where the attendant keeps the key – surrender only the car keys, not the key ring with all your keys on it. Don't carry identification on your key ring or key case. If you lose a set of keys, your name and address on them could be an open invitation to burglarize your apartment.

Keep windows and patio doors locked.

When you are going to be away for the weekend or a vacation, tell the resident manager, but be careful who else you tell. The knowledge that you're going to be "way up north for three days" could be an advertisement to burglary or vandalism.

The resident manager will probably be glad to pick up your paper or deliveries for a day or two. For longer trips, notify the paperboy and the milkman, but not by a note on the door! Beware of any telltale signs that give away the fact you are not at home.

It's better to be safe – and cheaper, too!

COMPLAINTS

Sooner or later, something is going to go wrong with your apartment. An appliance will not function properly, a tile will come loose, a faucet will leak – it's bound to happen. So what do you do?

Be reasonable and pleasant about the situation. Cross words will just get you a cross reply. Put the complaint in writing. Give the memo to the resident manager. Ask him when you may expect the repair to be made. If he doesn't know, ask him to notify you later. If he doesn't call you, call him. If the repair isn't made in a reasonable time without sufficient explanation, call the property manager or building owner. Usually no further action is necessary. There is, as one of the final recourses, however, the Minnesota Apartment Association. Listing about 75 per cent of the owners of apartment buildings constructed since 1963, the Association has a strict Code of Ethics and is anxious to right any wrongs between residents and owners who are members of MAA.

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THE APARTMENT GUIDE

of the Twin Cities
and Suburbs
Rental Info: 927-8637
Business Office: 927-7391

FOUNDED
1965

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TOWNHOUSE GUIDE

Needed, a new kind of housing.

Not everyone who wants to buy a home also wants to mow lawns and shovel snow.

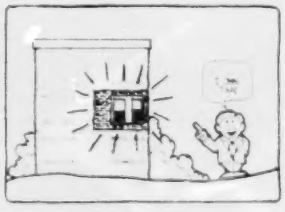
Not everyone who wants a new house (preferably on a five-acre wooded lot) can afford it.

That adds up to a lot of people who need a new kind of housing if their housing needs and wants are going to be filled. That something new in housing is here now.

Here now, the homecluster.

They're homes clustered into apartments, into townhouses, into patio homes. These new types of homes offer contemporary lifestyles with an emphasis on the freedom and mobility of today's population. The owners are freed from traditional home ownership chores, the lawn mowing, the outdoor building maintenance, the landscaping, etc. Yet each owner retains the individuality of private ownership. He decorates as he wishes, lives with the sense of possession and freedom that only ownership can provide.

The condominium apartment



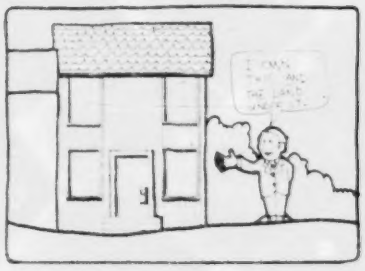
The condominium is actually one of the oldest types of housing, dating back to Roman times. In the United States the condominium apartment has been popular for years in the east and west. Condominiums, in general, but especially New York and Florida condominiums, carry an exclusive, high-price image. Prices actually vary from $20,000 or less upwards into the five-figure range.

Condominiums are just getting started here, which explains why so few people know about them. By way of definition, condominium refers to ownership of an apartment, that is you can have another homeowner living above you, another below you. Technically condominium is a financial term referring to private ownership of a home without private ownership of any land. The owner has a share in ownership of common or shared facilities.

The land makes the difference

That factor of land ownership is the biggest difference between condominium or cooperative ownership and townhouse ownership.

The townhouse



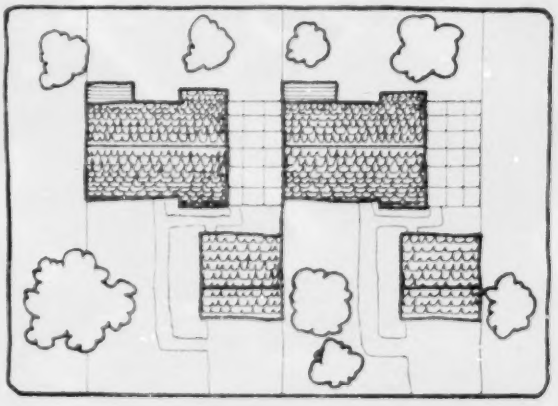
A townhouse owner has title to his home plus the land beneath it. Since he owns the land under his home, there can't be another townhouse below or above his. The home above would be cut off from the land: No land, not a townhouse.

The townhouse today

The townhouse is typically referred to as a row house in the east. That name bothers people probably mostly because of the earlier pictures of eastern townhouses. But then the modern-day townhouse bears little resemblance to earlier row housing. With entrances set back, garages arranged to make entrances more private, parcels of land for patios, circular patterns of buildings, limited numbers of homes in the rows—say 4 or 5 instead of a blockful— landscaped open areas, the suburban townhouse of today is a far cry from the eastern states row of houses with common walls.

The townhouse Twin Cities picture

Townhouses are typically two story homes. They may also have basements and attached garages in the more expensive models. Townhouse prices start in the mid-twenties. Townhouses are available in almost every area of the Twin Cities, in almost every price range, with an almost unlimited design choice, accompanied by almost any choice of recreational amenities. It is at present the most common type of cluster home in the area.



Duplex Townhome

This new concept combines the advantages of a single family detached dwelling, and a multi-family unit. Research shows that many buyers want single family home privacy with the economy of Townhouse construction. The concept gives each buyer a deed for all lands and structures lying on one side of the center dividing line, which in fact, extends from the front line and thru the middle of the party wall, to the back of the rear lot line. There are no home owners associations with this method of ownership, although there are protective covenants to provide for necessary upkeep and maintenance.

What should you look for?

That's where the counsellors at the Townhouse Guide can help you. The service is free to you, provided by the builders. Take advantage of it when you're looking for a home, a better place to live, a home that fits your lifestyle.

Some things to consider

The housing development with the tennis courts, playgrounds, swimming pools, community centers may be just your cup of tea, but you should be aware that those items increase the price of your home. Will you use those facilities? The cost/use factor is a personal thing. Not too many people can afford a pool of their own. Yet they can own a pool through the community ownership of cluster-home living. The fact that all the maintenance of these recreational facilities is taken care of for you is another big plus in the favor of community ownership. Of course, you will be paying for your share of the maintenance.

The economic benefits . . . tax savings

Ownership in shared interest or shared community housing has much the same economic benefits as any home ownership. You get tax breaks because of interest on your home loan and property taxes. That can amount to about $350 on up to $4000 or more depending on the value of your home and your income tax bracket.

Make a real cost comparison.

The cost of recreational and community amenities is only one item to look for when comparing the cost of one home purchase over another. Some home purchases include virtually everything in the advertised price. Others add on everything like the so-called options at car buying time.

Add on's add up

Be sure you're comparing the same things before you opt for the lower cost model. It may end up costing more by the time you have extras that are really necessities. Some items often adding additional cost are: kitchen appliances (refrigerator, range when it's not built-in, self-cleaning oven feature, frost-free type refrigerator, garbage disposal, range hood and fan, sink and range lights, etc.) garages (single, double, attached or detached) air conditioning, basements and basement finishing, extra bathrooms and half-baths, some or even all of the carpeting.

Maintenance and the Homeowners Association

Having your lawn mowed costs you something if the boy down the block does it. It also costs you something if the Homeowners Association does it.

The contract for maintenance set up by the Homeowners Association covers all the exterior maintenance (sometimes even window washing) but you do pay for these services, anywhere from $17.00 to $22.00 or more. The fee varies with the amount of maintenance work done, the number of recreational amenities, the type of landscaping, even the age of the building project. It stands to reason that the year the buildings get re-stained, it's going to cost a little more in maintenance.

The economies of doing the work for the whole neighborhood are a factor, of course, in the actual cost to you of any of this maintenance work.

Sometimes Homeowners Associations also pay such items as sewer and water bills and taxes on the common grounds.

The architectural control committee

Most cluster home communities also have an architectural control committee to prevent changes from being made which would be a detraction from the total neighborhood.

The reason for this is obvious if you think that your house is either attached to someone else's or at least very close to it. Changing the paint color, building on an extra room, etc. could hurt the appearance of the home next to it. Thus all proposed exterior changes are ruled on by the Architectural Control Committee of the Homeowners Association. This protection assures the homeowner of continuing quality appearance of his neighborhood.

The out-of-town plus

Yardwork during vacations and travel isn't a problem for these homeowners since all grounds and exteriors are maintained for them during their absence. Sometimes a service is maintained by the Homeowners Association to check on your home when you're gone.

The Homeowners Association fee, being a legal responsibility as much as his mortgage, will be paid. Traditionally in the Twin Cities the cluster home communities are very well-maintained.

Suppose you're transferred

Another benefit to look for in home purchase is the guaranteed buy-back policy. The rules of the game vary from development to development, but the guarantee is usually based on a job transfer from the area. If you, as home purchaser, are transferred out of the Twin Cities area within a given period of time following your purchase, the company guarantees the sale of your home.

The time period varies, but it is usually two or three years. The guaranteed buy-back policy is found most often in the more expensive homes, those in the $30,000 range and above.

What about re-sale?

But suppose you just want to sell, what can you expect? Re-sale as in any type of real estate, depends upon the market at the time you try to sell. How many people are looking for housing? What mortgage money is available and what the interest rate is, what part of the city you're living in, the price of your home. As with any type of housing, the home in the well-planned, well-maintained community has excellent re-sale value.

Appreciation

Appreciation, too, is something you have to wait to sell your home to collect. While it isn't a guaranteed benefit, it is very likely especially on a newer home. It is the result of increasing costs of land, labor and materials. Because it would cost more to replace your home a year from now, your present home is also worth more.

Buying a home is one way to fight inflation. While inflation will have reduced the value of the dollars in your savings account, it won't have reduced the value of your home. Your home will be worth more dollars.

Equity build-up

You build equity. A certain part of every home payment goes to pay off your loan. This principle payment may be only $20.00 a month on a long term loan, but it counts up. The equity you build up over the period of ownership of your home, is something you collect when you sell your house. It may become the down payment on a new home. Or it may be collected as a cash savings.

The cost of getting started

The cost of buying a home for the first time can be a little scarey. First comes the down payment. That can be anywhere from 5 to 10% of even 20 or 25% of the home's selling price. The actual amount varies with the cost and amount of money available for mortgages at the time you want to buy a home.

The amount of down payment also varies with the type of home loan you get, FHA, GI, or conventional bank loan. The GI or VA loan for veterans is the one type of home loan that requires no down payment for purchase. These are the most common types of mortgages. There are other mortgage programs available which can affect the cost of home ownership for you.

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THE TOWNHOUSE GUIDE

of the Twin Cities and Suburbs

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FOUNDED
1965

Many mobile homes that are on the market today combine the strength and long life of conventional homes with an ease of maintenance and convenience.

Mobile homes are often most appropriate for small families that require a minimum of storage and living space since these homes usually do not have basements or garages. Some mobile homes, however, can be placed on foundations which offer additional space.

When considering the purchase of a mobile home, several factors should be considered. First, the construction of the mobile home is very important. Like any other dwelling, mobile homes can be built very well or very poorly. Although slightly more expensive, the better constructed home may save the consumer money in the long run in terms of heating and cooling, repair work, and resale value. Additionally, the construction detail, the finishing detail, and the furnishings desired by the customer will cause the price of a three bedroom, 14' x 70' mobile home to vary from $7,500 to $14,000.

Another consideration is the potential location of the mobile home. This should be decided upon before the mobile home is actually purchased since the site may require certain physical characteristics of the mobile home. If a lot is purchased, the mobile home owner will be responsible for water, sewer, electricity, and gas. If the potential mobile home owner is able to reserve his desired lot in a mobile home court, the utilities hook-up is provided. In many localities, however, these courts are regulated by local ordinances. The potential mobile home occupant should be aware of these regulations and should also be aware of state taxes and regulations which apply to mobile homes (i.e., vehicle tax). Lots in mobile home courts are often small and usually rent for approximately $60 per month. This rental fee will vary depending upon the facilities provided.

Finally, the resale value of a mobile home must be considered. An expensive, "Fancy" model home will depreciate more than a lower priced, but well constructed mobile home, which may even appreciate in value. As well, mobile homes can be remodeled by adding expansion modules which are simply rooms that are built on to the home. These improvements will add to the value of the mobile home.

WORKSHEET FOR ACTIVITY II

I. TOWNHOUSE
   A. Number of family members.
   B. Number of rooms needed in dwelling. How much storage space will they need?
   C. Income of family. Average cost of dwelling needed.
   D. Recreational needs of family.
   E. Occupation of family.
   F. Race of family.
   G. Location of dwelling in relation to schools, hospitals, parks, police and fire station, and religious institution.

II. APARTMENT
   A. Number of family members.
   B. Number of rooms needed in dwelling. How much storage space will they need?
   C. Income of family. Average cost of dwelling needed.
   D. Recreational needs of family.
   E. Occupation of family.
   F. Race of family.
   G. Location of dwelling in relation to school, hospitals, parks, police and fire station, and religious institution.

III. CONDOMINIUM
   A. Number of family members.
   B. Number of rooms needed in dwelling. How much storage space will they need?
   C. Income of family. Average cost of dwelling needed.
   D. Recreational needs of family.
   E. Occupation of family.
   F. Race of family.
   G. Location of dwelling in relation to school, hospitals, parks, police and fire station, and religious institution.

IV. MOBILE HOME
   A. Number of family members.
   B. Number of rooms needed in dwelling. How much storage space will they need?
   C. Income of family. Average cost of dwelling needed.
   D. Recreational needs of family.
   E. Occupation of family.
   F. Race of family.
   G. Location of dwelling in relation to school, hospitals, parks, police and fire station, and religious institution.

V. HOUSE
   A. Number of family members.
   B. Number of rooms needed in dwelling. How much storage space will they need?
   C. Income of family. Average cost of dwelling needed.
   D. Recreational needs of family.
   E. Occupation of family.
   F. Race of family.
   G. Location of dwelling in relation to school, hospitals, parks, police and fire station, and religious institution.

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CHAPTER I

How will you finance the purchase of a house?

A HOME represents such a big purchase that buying plans should be made slowly and carefully. Although about six families in ten "own their own homes," the majority of these homes are mortgaged.

★ WHAT WILL INFLUENCE YOUR DECISION TO OWN A HOME?

The question of whether to own a house or not is debatable. The answer may be *yes* (1) if you run a farm and feel that you will spend your lifetime there; (2) if you own your own business, or if your promotion opportunities are limited to the community in which you live; (3) if you can be reasonably sure that the character of the neighborhood in which you buy will not deteriorate; (4) if you are assured of a stable income; (5) if you can build or purchase a home at a price you can afford; (6) if you prefer to have the greater part of your savings invested in a home; (7) if owning a home will give your family greater security and prestige in your neighborhood; (8) if you are willing to cut down on vacations, travel expense, use of your car, and entertaining to pay for your home; (9) if you are young and can liquidate your mortgage before your earning power decreases; (10) if you desire the independence of owning your own home in your old age.

The answer may be *no* (1) if you are in any position where promotion will change the locality in which you live; (2) if you dislike the responsibility and methodical care and upkeep of a house; (3) if you prefer to live "cramped up" in the winter to save your money for a long summer vacation in the mountains, at the seashore, or traveling; (4) if the character of the neighborhood is apt to be unstable; (5) if you are thinking of trying out a new kind of work; (6) if your income fluctuates.

★ HOW MUCH DOES IT COST TO OWN A HOME?

If the answers to most of the questions above indicate that you would be a good prospect for home ownership, the next question is "How much can I afford to pay for a house?" Roughly, the answer is two to two-and-a-half times your annual income, if the head of the family has a job that is secure and the income is stable. If the family is large, you naturally spend a larger proportion of income for clothing and food, and therefore you will have less to invest in a home without considerable sacrifice.

If your family's yearly income is $6000, and if you plan to spend two to two-and-a-half times your income on a house, $15,000

maximum cost is indicated. This cost could be met over a period of years without undue hardship. Your family should study its financial situation; list all its assets that can be turned into cash; and then consult banks or other lending agencies for comparative rates and conditions.

Down payment and mortgage

Through the Federal Housing Administration (FHA) and Veterans Administration (VA) home ownership is possible for more people. Mortgage rates for FHA comply with the Housing Act passed June 30, 1961. VA loans will expire after July 25, 1962, unless Congress extends the privilege. The FHA has financed about 27 per cent of home loans in the past 25 years. The down payment on an FHA home loan is much lower than it is on a conventional loan. Some veterans may be able to obtain low- or no-down-payment VA loans. Some agencies will not finance FHA and VA loans.

Although many people like a low down payment and a long term over which to repay a loan, they often do not realize that a low down payment means a larger mortgage involving higher interest costs over a longer period. It is usually advisable to make *as large a down payment as possible.* On a conventional loan the down payment is usually between a fourth and third of the value of the house. The majority of homes are financed by conventional loans.

Through the FHA a family may apply for a loan up to $25,000 for a single-family dwelling. The down payment is determined thus: 3 per cent on the first $15,000 or less; *plus* 10 per cent on the next $5000; *plus* 25 per cent of all over $20,000. The mortgage payments may extend over any period up to 35 years. In an FHA mortgage there is a penalty if the mortgage is paid off before the contract period expires. Most conventional mortgages are open-end mortgages — which means that the mortgage may be paid off at any time before the mortgage period expires without a penalty.

Let's contrast the down payment on a $22,000 house financed by an FHA and by a conventional type loan. On the first $15,000 of an FHA loan the down payment would be 3 per cent ($450), plus 10 per cent of the next $5000 ($500), plus 25 per cent of the $2000 over $20,000 ($500). Thus the down payment on a $22,000 home financed through FHA would be $1450. For homes costing up to $15,000, the minimum down payment through FHA is $450 with monthly payments of $81.84.

The down payment on a conventional loan for a $22,000 house would be between a fourth and a third of the house cost, or between $5500 and $7333. The total amount of interest paid on a conventional loan would, of course, be much less.

If you are assuming an existing mortgage you should have a lawyer go over all the terms with you. If you are applying for a construction loan (a loan to build), you may be able to arrange to have mortgage payments increased as the building progresses.

Trading a home

About one family in three who buys a new home already has a home but wants a larger or more modern one. It is not as easy to trade a home as it is to trade a car, because few homes are standardized. About one family in every 100 actually trades a house, in contrast to 85 in 100 who trade cars. Home owners between thirty and forty years old with two or three children are the best prospects. Trade-ins may be on a *straight trade-in* the same way a car is traded, on a *guarantee* that the house will be sold, or on a *conditional*

How Will You Finance the Purchase of a House?

contract which reserves the right to eventual ownership after a specified time.

Monthly payments, insurance, taxes

If a new house, appraised at $18,000, is paid for over a period of 15 years, monthly payments will be approximately $140 on an FHA loan (down payment $1400) and $114 on a conventional loan (down payment $4500). To these amounts must be added insurance and taxes.

Home owner's insurance offers the best protection if the owner lives in the house. Under one policy, the owner may obtain fire, theft, and extended coverage (windstorm and hail, flood, aircraft, auto damage, etc.), plus public liability (benefits for anyone hurt or fatally injured on the premises) and insurance on personal belongings. (If a person rents a home, he needs insurance only against fire and theft of personal belongings.) A landlord does not need home owner's insurance if he does not live in the property, but he needs the other two types of insurance.

Taxes are based upon the *assessment*, and the assessment is usually about two thirds of the value of the house. There are county, state, and local taxes. Taxes vary greatly. There is also a transfer tax for the buyer and the seller.

Hand money

You should buy a house only after you have looked around and compared values and costs. After you have found a house you like, you turn over to the home owner or real estate agent a certain amount of money — from a few hundred dollars up. This is called *hand money* or *earnest money*. It temporarily ties up the sale until you can make arrangements for the down payment. You will obtain a sales agreement with necessary signatures.

Contract of sale

This is the document that describes the whole contract between the buyer and the seller. A lawyer should check the contract for errors and loopholes.

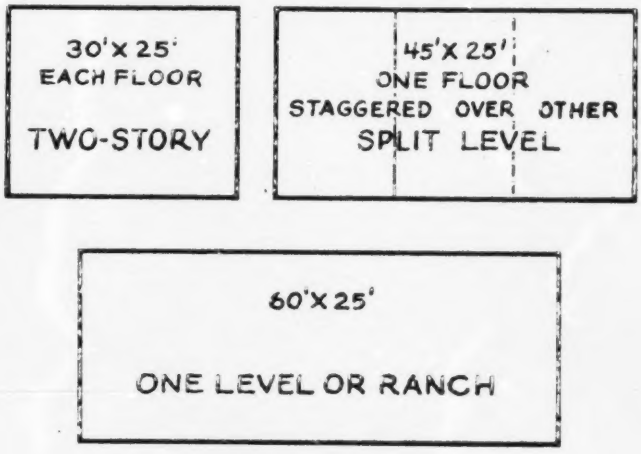

ILLUSTRATION 11. *The two-story house takes just half as much lot space as the ranch house; and the split-level house, from two thirds to three fourths as much lot space. All provide the same number of square feet of floor space. However, actual living space is decreased by stairways in the two-story home and by longer halls in the one-level house.*

ILLUSTRATION 12. *After all financial details have been settled comes the delightful work-fun of planning the decorative details of the new home.*

Deed, certificate of title, and abstract

The *deed*, the official written contract outlining all the details of the transfer, is evidence of ownership. In some states the buyer holds the deed and in other states it is held in trust (escrow) by a third party until the loan is paid. The deed should be registered with the registrar of deeds. The buyer should hold the deed or a copy of it. The deed will bear certain revenue stamps. It should be kept in a safe place with other valuable papers.

The *certificate of title* makes sure that the property is undeniably in your name. Often people desire to take out title insurance, should an unforeseen question arise at a future date concerning the title rights. A fee for title search may be included in closing costs.

The *abstract* is the legal description of the property plus its history of ownership. The abstract should have the deed and the mortgage recorded on it. It is usually held by the lending agency until the loan is paid, but you should read and understand it.

Closing costs

At the time of settlement, people sometimes lose their option on a home because they fail to understand and anticipate closing costs. These costs may run as high as $500 or $600. The major items in closing costs are transfer tax (½ to 1 per cent of sale), prorated taxes, and insurance. Other less expensive items include search of title, title insurance, service fee, recording of deed, preparation and recording of mortgage papers, and credit report.

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How Will You Finance the Purchase of a House?

★ HOW MAY YOU KEEP BUILDING COSTS DOWN?

Grading, filling, excavating, sustaining walls, long driveways, and a long line of steps to the entrance all add to the total cost without giving very much in living satisfactions. Special drains and sewer connections also run up costs. Therefore the grade and location of the lot are important.

The biggest saving in building comes from using pre-built components (wall sidings, flooring, windows, roof trusses, cabinets, and doors), prefinished floors and prefinished wall panels, and standard plumbing and wiring. Dormer windows will cost more than other types of windows. Aluminum window frames and marble sills require the minimum of maintenance. Another big saving comes from concentrating plumbing in one area — back to back in two walls, or vertical in two-story houses.

A square two-story house is the least expensive to build. A flat, shed, or gable roof costs less than a hip, gambrel, or mansard roof. Concrete block is the least expensive construction material. Plywood panel siding, available in many textures, is attractive and not expensive. Well-insulated aluminum siding needs no maintenance. Brick and stone veneer are in the moderate price range. Solid brick and solid stone walls are more expensive.

A slab floor is less expensive than a floor with a crawl space. A completely excavated basement is the most expensive foundation, but it offers valuable space for a recreation room, laundry, and storage.

Popular roofing materials are summarized briefly: *Asphalt shingles*, which are flat and interlocked to resist wind, give a durable, inexpensive roof. *Red cedar shingles*, popular in red-cedar-growing sections of the country, give good insulation and add strength to the roof. *Shakes*, grooved to give a rough texture, are thicker than shingles and improve in appearance with age. A *built-up roof* — layers of asphalt-saturated felt over a plywood base — is inexpensive and good for roofs with little or no slope. *Asbestos-cement shingles* are also inexpensive, durable, and attractive. *Aluminum* roofing reflects heat, can be treated to eliminate surface reflection, and requires almost no maintenance. A *terne* or alloy-coated sheet steel roof will last indefinitely if painted from time to time. *Tile* roofs are distinctive but expensive. Under any roofing material, roof insulation four to six inches thick will more than pay for itself in lowering heating and cooling costs.

Sometimes it is better to weigh present economies against long-time enjoyment. For instance, the difference between meeting FHA *minimum* requirements and *quality* standards may be less than a thousand dollars on a moderate-sized home.

★ WHAT IS WISE FINANCING?

Sometimes families find that owning property is more complex than they had imagined. For wise and satisfying home financing and ownership you should:

1. Make sure you want the responsibility of maintaining property and making periodic repairs.
2. Make as large a down payment as possible and borrow as little as possible. Interest is expensive.
3. Do not spend so much for a home that you will have to make unnecessary sacrifices or fail to make payments.
4. Seek advice ahead of time from a lawyer, a lending agency, the contractor, the local zoning and engineering department in the city hall or borough building.
5. Know where you can obtain hand money and down payment, where you can borrow, and finally, how you can meet closing costs.

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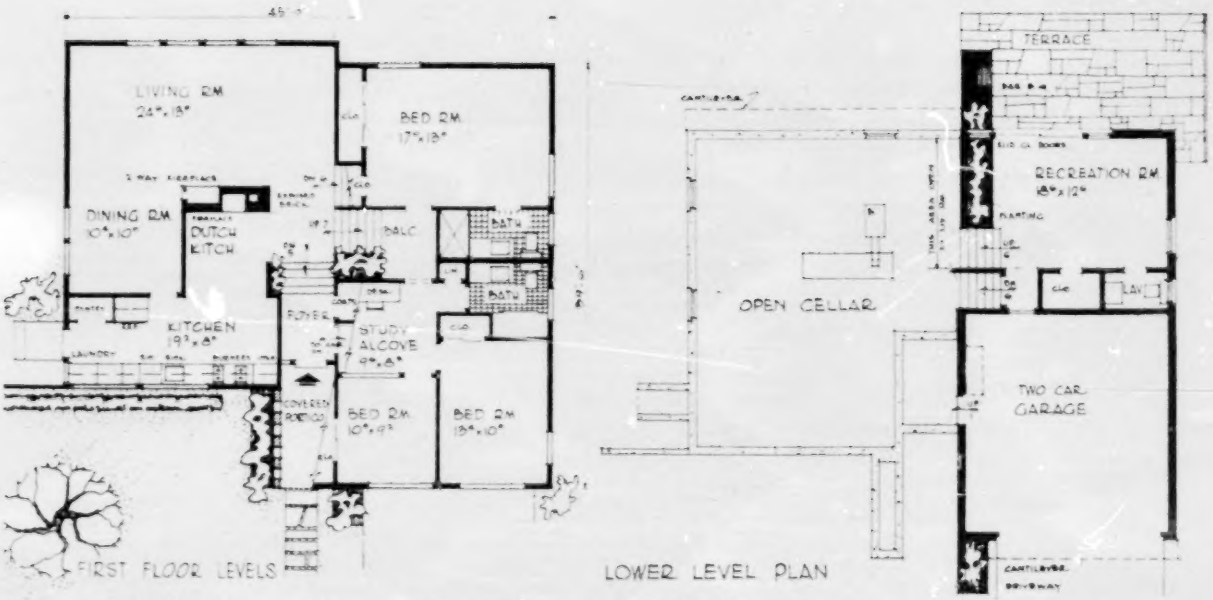
OCCUPATIONS IN HOUSING



AUTHORS: ROMAN EVANS - NEIL BAIER - D. HOLLADAY

OCCUPATIONS IN HOUSING

Instructions

Each student will select a topic for individual research during directed study time. Students will be able to work at their own rate on topics they are most interested in researching. As the student does his research, he should complete the enclosed form and upon completion it should be turned in to his/her teacher for evaluation and credit.

The career resource person should be consulted for information.

Topic List

The following topic research list contains specific jobs as well as broader related topics concerning home building. Choose one or as many as you wish.

SPECIFIC JOBS

Appliance sales, service, installation
Architect
Brick layer
Carpenter
Contractor
Electrician
Engineer (mechanical-electrical-civil)
Floor layer
Heating
Inspector
Insurance salesman
Laborer
Landscape
Lumberman
Masonry
Painter
Plumber
Roofer
Salesman
Sheet metal
Sheet rock worker
Surveyor
Truck driver
Utilities

GENERAL RELATED TOPIC AREAS

Architecture and design
Building codes
F.H.A. and G.I.
Finance and banking
Home maintenance
Insurance
Municipal government service occupations
Real estate
Taxes
Tradesman
Unions
Zoning

Consult "Career Planning Guide" available in Career Resource Center.

OCCUPATIONS IN HOUSING

For Magazine Articles

These subject headings in Reader's Guide may be useful. Always be certain to look over sub-headings (i.e., building subheading estimates).

BUILDING
BUILDING SITES
FOUNDATIONS
HOUSE CONSTRUCTION
INSULATION (heat)
SHORING AND UNDERPINNING
BUILDING LAWS AND REGULATIONS
(this is heading for building codes)
ZONING
ZONING LAW
CONSTRUCTION INDUSTRY
BUILDING MATERIALS
FIREPROOF CONSTRUCTION
LUMBER
PLASTICS IN BUILDING
PLYWOOD
WOOD
BUILDING MATERIALS INDUSTRY
BUILDING SITES
HILLSIDE ARCHITECTURE
HOUSING PROJECTS - SITE PLANNING
CONSTRUCTION TRADES UNIONS
BUILDINGS, PREFABRICATED
MUNICIPAL GOVERNMENT
TAXATION
LOCAL TAXATION
PROPERTY TAX
REAL ESTATE BUSINESS
MORTGAGES
LANDSCAPE ARCHITECTURE
LANDSCAPE GARDENING
CITY GARDENS
COVER PLANTS
GARDEN POOLS
GARDEN STEPS
GARDENS
LAWNS
MUNICIPAL IMPROVEMENT
OUTDOOR ROOMS
INSURANCE, MORTGAGE GUARANTY
INSURANCE, PROPERTY

HOUSEHOLD APPLIANCES
HOUSES - MAINTENANCE AND REPAIR
INSURANCE -- ALL RISK POLICIES
(heading for home insurance)
HOME OWNERSHIP
HOUSE BUYING
HOUSE CONSTRUCTION
HOUSE DECORATION
COLOR IN HOUSE DECORATION
CURTAINS AND DRAPERIES
ELECTRIC LAMPS
HOUSEHOLD FURNISHINGS
HALLS
INTERIOR DECORATION
INTERIOR DECORATOR
LAUNDRIES
LIGHTING, ARCHITECTURAL AND DECORATIVE
MIRRORS
PAINTING, INDUSTRIAL AND PRACTICAL
PAPER-HANGING
PICTURES, HANGING OF
PLANTS IN HOUSE DECORATION
ROOMS
RUGS AND CARPETS
SHELVES
SLIPCOVERS
STUDIOS
TELEPHONE CENTER, NOOKS
WALL COVERINGS
WALLS
WINDOWS
(Also see names of rooms--e.g., bathroom, etc.)

ARCHITECTS
ACOUSTICS - ARCHITECTURAL
ARCHITECTURAL EDUCATION
ARCHITECTURE
ARCHITECTURE - DESIGNS AND PLANS

(Many related topics are listed in Reader's Guide for students to consult.)

OCCUPATIONS IN HOUSING

INTERVIEW SHEET

CAREER TITLE_____

Duties and responsibility of typical day's work.

_____

_____

_____

_____

_____

Requirements for position.

_____

_____

_____

_____

Good points of this career.

_____

_____

_____

Bad points of this career.

_____

_____

_____

Salary and benefit range.

_____

_____

_____

_____
(Initial of person interviewed)

OCCUPATIONS IN HOUSING

_____
(Date)

TOPIC TITLES_____

Explain how this topic relates to the building of a residential home.____

_____

Consult bibliography, career resource person, and other sources (library, parents, letters of inquiry, yellow pages in phone book).

I. Explain training required to be knowledgeable in your chosen topic.

_____

_____

_____

_____

II. Summarize information and list source concerning your chosen topic.

_____

_____

_____

_____

III. List and define key terms found in your research.

_____

_____

_____

IV. Which source of information was most interesting to you.

_____

_____

Signature of career resource person

Signature of librarian

Other

Books Available

ARCHITECTS AND ARCHITECTURE AND HOUSES

Adler, Irving. HOUSES. Day 1964 - 48 p. illus.

Tells the story of houses from the caves of early man through the houses of ancient hunters and herdsmen, dwellings of Egypt, Greece and Rome, castles and huts of old Europe and the pueblos which were the first American apartment house, to the balloon frame private house of today and the modern apartment building.
1 Architecture-Domestic

Bergere, Thea and Richard. FROM STONES TO SKYSCRAPERS; A BOOK ABOUT ARCHITECTURE. Dodd 1960. 91 p. illus.

How man's buildings have developed through the ages--from primitive Stonehenge monuments, pyramids of Egypt, Greek temples, Gothic cathedrals to modern and contemporary skyscrapers.
1 Architecture-History

Blake, Peter. THE MASTER BUILDERS. Knopf, 1960. 399 p. illus.
1 Architecture, Modern-20th Cent.

Boy Scouts of America. ARCHITECTURE (Merit Badge Series). 1962
Architecture

Burchard, John. THE ARCHITECTURE OF AMERICA; A SOCIAL AND CULTURAL HISTORY. Little, 1961. 595 p. illustrations.
1 Architecture, American

Burns, William A. WORLD FULL OF HOMES. McGraw, 1953.

Descriptions of the homes that man has built through the ages to shelter himself and his family from the elements -- what basic materials were used and a special section on unusual homes of the world.
1 Houses

Choay, Francoise. LE CORPUSIER. Brazziller, 1960. 126 p. illus.
1 LeCorbusier,
2 Architecture - History

Coles, William A. ed. ARCHITECTURE IN AMERICA; A BATTLE OF STYLES, edited by Wm. A. Coles and Henry Hope Reed, Jr. Appleton-Century-Crofts, 1961. 412 p. illustrations.
1 Architecture - U.S.
2 Architecture

Collins, George R. ANTONIO GAUDI. Braziller, 1960. 136 p. illus.
1 Gaudiy Cornet, Antonio
2 Architecture - History

Creighton, Thomas Hawk. AMERICAN ARCHITECTURE. Illustrated by Paul Spreiregen. R. B. Luce, 1964 1 Architecture - American

Forsee, Aylesa. MEN OF MODERN ARCHITECTURE. Macrae Smith Co., 1966. 223 p. illustrations

Presents modern architecture by recounting the lives of the following eight architects who were Americans by birth or adoption: Louis Sullivan, Frank Lloyd Wright, Walter Gropius, Mies Wander Rohe, Eric Mendelsohn, Richard Neutra, Edward Durell Stone, and Eero Saarinen.

1 Architects
2 Architecture - American

Gowans, Alan. IMAGES OF AMERICAN LIVING; FOUR CENTURIES OF ARCHITECTURE AND FURNITURE AS CULTURAL EXPRESSION. Lippincott, 1964. 498 p. illus.

Begins with primitive constructions of earliest settlers and tracing development to contemporary 20th Century architects -- is concerned with buildings and furnishings as historical documents.

1 Architecture - American History
2 Furniture - American - History

Gropius, Walter. THE NEW ARCHITECTURE AND THE BAUHAUS. MIT Press, 1965. 112 p. illustrations.

Very difficult. Translated from the German.

1 Architecture - Modern
2 Architecture - Study and Teaching

Hamlin, Talbot F. AMERICAN SPIRIT IN ARCHITECTURE. Yale University Press, 1926. 353 p. 850 pictures of notable buildings.

1 Architecture - American

Hepler, Donald E. HOUSING TODAY by Donald E. Helper and Paul I. Wallach. McGraw, 1965, 112 p. illustrations.

1 Architecture - Domestic
2 Houses

Hiller, Carl E. FROM TEEPEES TO TOWERS; A PHOTOGRAPHIC HISTORY OF AMERICAN ARCHITECTURE. Little, 1967. 106 p. illustrations.

1 Architecture - U.S. History

Hoag, Edwin. AMERICAN HOUSES: COLONIAL, CLASSIC, AND CONTEMPORARY. Lippincott, 1964.

Tells of the history of American houses from crudely built cabins of the early settlers to the skyscrapers of the 20th century.

1 Architecture - American
2 Architecture - Domestic

Kepes, Gyorgy. MODULE, PROPORTION, SYMMETRY, RHYTHM. Braziller, 1966. 233 p. illustrations - music.
1 Architecture - American
2 Architecture - Domestic
3 Architecture - Composition, proportion, etc.

Klein, H. Arthur. GREAT STRUCTURES OF THE WORLD
1 Building - History
2 Civil Engineering - History
3 Architecture - History

Lamprey, Louise. ALL THE WAYS OF BUILDING. Macmillan, 1933. 304 p. illustrations.

All the time and experiences which lie between the caves built by the first wild men and modern skyscrapers are touched here in the story of men's building--touching all phases of life and emphasizing the reason for different types.
1 Architecture - History

More, Lamont. THE FIRST BOOK OF ARCHITECTURE. Watts, 1961. 82 p.

In an architectural tour of the world and the ages (illustrated with photographs), Lamont More discusses outstanding examples of architecture for worship, living, earning, governing, and for pleasure and learning.
1 Architecture

Morrison, High Sinclair. EARLY AMERICAN ARCHITECTURE, FROM THE FIRST COLONIAL SETTLEMENTS TO THE NATIONAL PERIOD. Oxford, 1952. 619 p. illustrations.
1 Architecture - American

Neutra, Richard Joseph. SURVIVAL THROUGH DESIGN. Oxford, 1954. 384 p.
1 Architecture - Philosophy
2 Art - Philosophy

Robinson, Ethel (Fay). HOUSES IN AMERICA. Viking, 1936. 239 p. Illus.

With beautiful illustrations of old houses and details of their construction, this history of domestic architecture holds interest for readers of all ages.
1 Architecture, Colonial
2 Architecture, Domestic
3. U.S. - Historic houses, etc.

Rogers, W. G. WHAT'S UP IN ARCHITECTURE; A LOOK AT MODERN BUILDING, Harcourt, 1965. 192 p. illustrations with photographs.

Gives a view of new developments in architecture, with studies of some of the great architects, including Frank Lloyd Wrigh, LeCorbusier, Louis H. Sullivan, and Mies Vander Rohe.
1 Architecture - Modern 20th Century
2 Architects

Scully, Vincent. FRANK LLOYD WRIGHT. Braziller, 1960. 125 p. illustrations.
1 Architecture - American
2 Wright, Frank Lloyd

Williams, Henry Lionel, GREAT HOUSES OF AMERICA. Putnam, 1966. 295 p. illustrations.
1 U.S. - Historic Houses, etc.
2 Architecture - Domestic - U.S.

Wright, Frank Lloyd. NATURAL HOUSE. Horizon Press, 1954. 223 p. illustrations.
1 Architecture - Domestic
2 Architecture - Modern - 20th Century

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ARCHITECTURAL DRAWING

Atkin, William Wilson. PENCIL TECHNIQUES IN MODERN DESIGN; by William W. Atkins, Raniero Corbelletti, and Vincent R. Fiore. New York, Reinhold, 1953. 122 p. illustrations.

Basic instruction in drawing for architectural rendering.
1 Architectural drawing

Guptill, Arthur Leighton. DRAWING WITH PEN AND INK. Edited and revised by Henry C. Pitz. Heinhold, 1961. 159 p. illustrations.
1 Pen drawing
2 Architectural Drawing
3 Drawing - Instruction

Weidhaas, Ernest R. ARCHITECTURAL DRAFTING AND DESIGN. Allyn and Bacon, 1968. 309 p. illustrations.
1 Architectural Drawing
2 Architecture-Designs and Plans

Welling, Richard. THE TECHNIQUE OF DRAWING BUILDINGS. Watson-Guptill, 1971. 157 p. illustrations.

White, Gwen. PERSPECTIVE: A GUIDE FOR ARTISTS, ARCHITECTS, AND DESIGNERS. Watson-Guptill, 1968. 80 p. illustrations. 1 Perspective

Wyatt, William E. GENERAL ARCHITECTURAL DRAWING. Bennett, 1968, c 1969. 556 p. illustrations.
1 Architectural Drawing

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BANKING AND MONEY

O'Toole, Edward T. THE NEW WORLD OF BANKING. Dodd, 1965. 79 p. illustrations.

Contains an explanation of modern banking, a service which covers an ever-broadening field of activities. These include individual business and government credits such as home, hospital construction, educational, and even automobile and travel loans.
1 Banks and Banking

"Money and Banking" (Filmstrip) McGraw, 1963. 36 fr. color. Series: WORLD OF ECONOMICS.

Explains how our banking system works and how the economy affects it.
1 Economics

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BUILDING

Barr, George. YOUNG SCIENTIST LOOKS AT SKYSCRAPERS; THE HOW AND WHY OF CONSTRUCTION FOR SIDEWALK SUPERINTENDENTS. McGraw, 1963. 159 p. illustrations.
Traces each step of the construction process from foundation to completion. Also included is information on building materials and machines; welders, riveters, steel erectors and other men who often do dangerous work -- facts about building design, types of foundations, and zoning laws. This is a supplementary work for a particular person who is very interested.
1 Building
2 Skyscrapers

Kasper, Sydney H. CAREERS IN THE BUILDING TRADES. Walck, 1964. 127 p. illustrations.

Is a discussion of career possibilities and the required training, working conditions, and wages (note copyright) in each of the varied skills of the building trades. Includes reading list.
1 Building
2 Vocational Guidance

Klein, H. Arthur. GREAT STRUCTURES OF THE WORLD. World, 1968. 288 p. illustrations - bibl.
1 Building - History
2 Civil Engineering - History
3 Architecture - History

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CARPENTRY

Mix, Floyd M. Ed. PRACTICAL CARPENTRY. Edited by Floyd M. Mix and Ernest H. Ciron. Goodheart - Wilcox, 1960. 448 p. illustrations.
1 Carpentry

Hjorth, Herman. BASIC WOODWORKING PROCESSES. Bruce Publishing Co., 1961. 224 p. illustrations.
1 Woodworking (manual training)
2 Carpentry - Tools

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CITIES AND TOWNS AND CITY PLANNING AND METROPOLITAN AREAS

Blake, Peter. GOD'S OWN JUNKYARD; THE PLANNED DETERIORIATION OF AMERICA'S LANDSCAPE. Holt, 1964. 143 p. illustrations - map.

Many photographs illustrate this "expose of the destructive forces -- politics, business, and public indifference -- which are slowly destroying the natural and man-made beauty of America," its cities and countryside.
1 Cities & Towns - Civic Improvement
2 U.S. - Description & Travel

Green, Constance McLaughlin. THE RISE OF URBAN AMERICA. Harper and Row, 1965. 208 p.

Author traces the rise of cities in the United States from the early 17th Century to the 1960's and the economic, political, and social forces that that led to today's urban civilization. 1 Cities & Towns - U.S.

Halprin, Lawrence. CITIES. Reinhold, 1963. 224 p. illustrations.

Herber, Lewis. CRISIS IN OUR CITIES. Prentice Hall, 1965. 239 p. illustrations - maps.

Author describes the effects on human health when pesticides, chemicals, tons of sewage, and detergents are dumped into waterways, and describes the results of air and water pollution and social conditions in many large cities.
1 Air-Pollution
2 Water-Pollution
3 Cities and Towns

"Land Conservation Today." SIE 1963. 51 fr color 35mm 2/guide and record.

Describes the urban growth in our nation and emphasizes importance of city planning. 1 Cities and Towns

Lynnch, Kevin. THE IMAGE OF THE CITY. Cambridge (Mass.) Technology Press, 1960. 194 p. illustrations. 1 City Planning

Macdonald, Austin Faulks. AMERICAN CITY GOVERNMENT AND ADMINISTRATION. 6th ed. Crowell, 1956.

This is a textbook covering all phases of municipal activity (note: copyright).
1 Cities and Towns
2 Municipal Government

Pell, Claiborne. MEGALOPOLIS UNBOUND; THE SUPERCITY AND THE TRANSPORTATION OF TOMORROW. Praeger, 1966. 233 p. illustrations - map.
1 Transportation
2 Traffic engineering
3 Metropolitan areas

OCCUPATIONS IN HOUSING

Rienow, Robert. MOMENT IN THE SUN; A REPORT ON THE DETERIORATING QUALITY OF THE AMERICAN ENVIRONMENT. Ballantine Books, 1967. 365 p.
1 Cities and Towns

Scientific American. CITIES. Knopf, 1965. 211 p. illustrations - maps.

Authors discuss Stockholm, a planned city; Guayana, a "CREATED" city; Calcutta; our own Megalopolis, stretching from Boston to Washington; London; San Francisco; the planning, history, functions, and problems of cities.
1 City Planning
2 Cities and Towns

"Urban Conservation Today" (sound filmstrip) SVE 1963. 43 fr. color w/guide and record. Series: Conservation for Today's America.

Describes the problems of conservation which arise in the large urban class.
1 Cities and Towns

"Village, Town and City." (Filmstrip) McGraw, 1964 Color. Series: World Geography.

Explains why villages, towns, and cities were formed.
1 City Planning

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CREDIT

"Buy Now, Pay Later"(Audio Tape). District 281, 1970. 1 tape - (5 min.) 14 minutes -- 3 3/4 ips.

States the basic concepts of buying on credit and the truth in lending law.
1 Credit
2 Economics

"Credit - Jim Flanigan" (Audio Tape). District 281, 1969. 1 tape (7 min.) 22 minutes, 3 3/4 ips.

This is a presentation by Jim Flanigan regarding the various forms of credit, costs, and some negative aspects of credit.
1 Economics

Leinwand, Geroald. ed. THE CONSUMER. Washington Square Press, 1970. 190 p.
1 Economics
2 Social Problems
3 Credit

"Using Credit with Understanding" (Transparency) 3M, 1968. 20 tr. 8½ x 11½

Illustrates the various ways of obtaining credit, the cost of credit buying, and the problems accompanying it.
1 Economics
2 Credit

ENGINEERING AND ENGINEERING AS A PROFESSION

Arnold, Walter M. ed. CAREER OPPORTUNITIES FOR TECHNICIANS AND SPECIALISTS. Ferguson, 1969-70.

An excellent book, it discusses 19 major career areas for engineering technicians, preparation for and description of jobs -- includes air-conditioning, heating and refrigeration, architectural and building construction, technicians, and others. Also lists schools offering engineering technician programs.

Coy, Harold. ENGINEERS AND WHAT THEY DO. Watts, 1961. 186 p.

Surveys engineering as a profession -- includes improvement of towns and cities. Puts stress on nuclear energy and space project.
1 Engineering as a Profession

Neal, Harry Edward. ENGINEERS UNLIMITED; YOUR CAREER IN ENGINEERING. Messner, 1960. 192 p. 1 Engineering as a Profession

Nourse, Allan E. SO YOU WANT TO BE AN ENGINEER? Harper, 1962. 177 p. illustrations.

Is a nontechnical description of many fields of engineering.
1 Engineering as a Profession

Ross, Frank X. WORLD OF ENGINEERING. Lathrop, 1958. 186 p.illustrations.

Contains a vocational survey of the engineering world with the aptitudes required and a summary of the scope of the responsibilities of its branches: construction, hydraulic, sanitation, transportation, mechanical, and chemical (note: copyright). 1 Engineering

Throm, Edward Louis. BOY ENGINEER: A Popular Mechanics book. Golden Press, 1959. 248 p.

Against a background of man's engineering history and accomplishments, the story is told of engineering as a career; civil, electrical, and chemical engineering--their descriptions, processes, and achievements -- are discussed.
1 Engineering - History
2 Engineering as a Profession

Tyler, Poyntz. CITY AND SUBURBAN HOUSING. H. W. Wilson, 1957. 190 p. bibliography.

Consists of twenty-eight articles on various aspects of the contemporary housing problems in the United States under three headings: public and private housing, specialized and minority housing, and city versus suburbs.
1 Housing

Weaver, Robert C. THE URBAN COMPLEX; HUMAN VALUES IN URBAN LIFE. Doubleday, 1964. 297 p.
1 Urban Renewal
2 Metropolitan Areas
3 Housing

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INTERIOR DECORATION

Better Homes and Gardens. BETTER HOMES AND GARDEN DECORATING BOOK. Meredith, 1961. 400 p. illustrations.

All types of homes--from colonial to contemporary--are considered along with furniture, furniture arrangement, decorating, and color planning.
1 Interior Decoration

"Color in Home Furnishings" (Filmstrip). Penneys' N.D. Part I. 26 fr. color. Part 2. 25 fr. color.

1. Shows how to mix colors for varying effects.
2. Shows how color and accessories can change a room.

1 Interior Decoration

"Come Catch a Rainbow." (Filmstrip) PPG 1966. 91 fr. color guide.

Explains how colors play an important part in interior decoration.
1 Interior Decoration

Craig, Hazel Thompson. HOMES WITH CHARACTER. Heath, 1962. 351 p. illustrations.
1 Interior Decoration

DeVan, Dorothy Stepat. INTRODUCTION TO HOME FURNISHINGS. Macmillan, 1964. 342 p. illustrations, bibliography.
1 Home Furnishings
2 Interior Decoration

Draper, Dorothy. 365 SHORTCUTS TO HOME DECORATING. Dodd, Mead, 1965. 313 p.
1 Interior Decoration

Goldstein, Harriet Irene. ART IN EVERYDAY LIFE. 4th ed. Macmillan, 1954.

Explains principles of art as they apply to everyday life including the changes in house design (note: copyright).
1 Art
2 Clothing and dress
3 Interior Decoration

"It's What's Inside That Counts." (Sound filmstrip) Serta n.d. 46 fr. color guide record.

Shows how mattresses are made and how to choose a good one. There is some discussion of bedroom decoration.
1 Interior Decoration

HOME MAINTENANCE AND REPAIR - HOUSEHOLD EQUIPMENT - APPLIANCES - FURNITURE MAKING

Johnston, Betty Jane. EQUIPMENT FOR MODERN LIVING. Macmillan, 1965. 264 p. illustrations - bibliography.
1 Household Appliances
2 Household Supplies

Klankin, Charles. IF IT DOESN'T WORK, READ THE INSTRUCTIONS. Stein, 1970. 191 p.
1 Household Equipment & Supplies
2 Household Appliances, Electric
3 Consumer Education

Peet, Louise J. YOUNG HOMEMAKERS EQUIPMENT. 3rd ed. Iowa State University, 1967. 326 p. illustrations - bibliography.
1 Home Economics - Equipment and Supplies

Schneider, Herman. EVERYDAY MACHINES AND HOW THEY WORK. McGraw, 1950 192 pages.

Explains the workings of all kinds of machines and devices used in the home--from your electric toasters and Yale locks to the electric train and musical instrument.
1 Home Economics-Equipment and Supplies
2 Machinery
3 Science

Shea, John G. CONTEMPORARY FURNITURE MAKING FOR EVERYONE. Van Nostrand, 1965. 178 p. illustrations.
1 Furniture 684.1
2 Woodwork

Stevenson, Robert P. THE POPULAR SCIENCE ILLUSTRATED ALMANAC FOR HOMEMAKERS. Harper and Row, 1972. 328 p.
1 Repairing
2 Maintenance
3 Gardening

Swezey, Kenneth. FORMULAS, METHODS, TIPS, AND DATA FOR HOME AND WORKSHOP. Popular Science Publishing Company, 1969. 691 pages.
1 Home Economics - Equipment and Supplies
2 Home Repair

Tricomi, Ernest. HOW TO REPAIR MAJOR APPLIANCES. H. W. Sams, 1968. 239 pages.
1 Household Appliances, Electric

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HOUSING

Congressional Quarterly Service. HOUSING A NATION. Congressional Quarterly Service, 1966. 94 p.
1 Housing

Moore, Mary Furlong. YOUR OWN ROOM; THE INTERIOR DECORATING GUIDE FOR GIRLS. Grosset and Dunlap, 1960. 80 p. illustrations.
1 Interior Decoration

Pegler, Martin. THE DICTIONARY OF INTERIOR DESIGN. Crown, 1966. 500 p. illustrations.
1 Interior Decoration
2 Decoration and Ornament Dictionaries

"Principles of Design--Color." (Transparency) G.A.F., n.d. 3 tr. 8½ x 11½, color.

Demonstrates how color changes a rooms character.
1 Interior Decoration

Reist, Janet Ashton. ELEGANT DECORATING ON A LIMITED BUDGET; HAVE AN ATTRACTIVE SETTING NOW AND QUALITY PIECES FOR THE FUTURE. 1965. 172 p. illustrations.
1 Interior Decoration

Room Arrangement (Transparency). Coed Forecast, 1967. 10 tr., 8½ x 11½, b & w.

Consists of two room arrangements for a bedroom and two for living-dining area.
1 Interior Decoration

Seventeen. SEVENTEEN BOOK OF DECORATING. McKay, 1961. 242 p. illustrations.

From a consideration of personality as a guide to decorating, chapters are devoted to history of furniture against background of times, color theory in relation to space, development of decorating ideas with specific plans, and information on furnishings and their purchase.
1 Interior Decoration

"Use of Color" (Transparency). Nasco, n.d. 1 tr. 8½ x 11½ color.

Shows use of color in the design of a room to raise or lower ceiling.
1 Color
2 Interior Decoration

Van Dommelen, David B. DESIGNING AND DECORATING INTERIORS. Wiley, 1965. 277 p. illustrations, bibliography.
1 Interior Decoration

Waugh, Alice. INTERIOR DESIGN, A LABORATORY MANUAL FOR HOUSE FURNISHING. Burgess, 1967. 77 p. illustrations, bibliography.
1 Interior Decoration

"Windows and Window Treatment" (Transparency). 3 M 1967. 23 tr., 8½ x 11½, b & w.

Shows kinds of windows and effects of handling curtains and draperies.

1 Interior Decoration
2 Drapery

"Winning Ways with Windows." (Filmstrip). Conso, n.d. 57 fr. color.

Describes pictorially the many possibilities for covering windows creatively.
1 Interior Decoration
2 Windows

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LABOR UNIONS AND LABOR AND LABORING CLASSES

Daniels, Walter Machray. AMERICAN LABOR MOVEMENT. H. W. Wilson, 1958. 223 p.

Forty-eight articles are grouped under the following headings: History of Unions in the U.S.; Labor United; Some Basic Problems; Taft-Hartley Act; Right to Work "Laws"; Inside Labor. 1 Labor Unions

Galenson, Walter. A PRIMER ON EMPLOYMENT AND WAGES. Random House, 1966. 146 p. bibliography.
1 Labor and Laboring Classes
U.S. History
2 U.S. Economic Conditions

Lens, Sidney. WORKING MEN: THE STORY OF LABOR. Putnam, 1960.

Tells the history of American labor from colonial times to present--for young people.
1 Labor Unions - History
2 Labor and Laboring Classes-History

Shippen, Katherine Binney. THIS UNION CAUSE; THE GROWTH OF ORGANIZED LABOR IN AMERICA. Harper, 1958. 180 p. illustrations.

Written for young people, this book traces growth of labor unions in America from colonial times to the present.
1 Trade Unions
2 Labor Unions

"Wages and Hours." (Filmstrip). McGraw, 1963. 36 fr. color. Series: World of Economics.

Explains the part that labor and wages play in the economy.
1 Labor and Laboring Classes

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LANDSCAPE ARCHITECTURE - GARDENING - SHRUBS - TREES

Better Homes and Gardens. NEW GARDEN BOOK; A YEAR-ROUND GUIDE TO PRACTICAL GARDENING. 520 p. illustrations.

Gives how-to help on gardening, landscaping, and lawn care.

Hellyer, Arthur J. L. SHRUBS IN COLOR; AN AMATEUR GARDENING ENCYCLOPEDIA. Doubleday, 1967. 128 p. illustrations. 1 Shrubs

Ishimoto, Tatsuo. THE ART OF SHAPING SHRUBS AND TREES AND OTHER PLANTS. Crown, 1967. 125 p. illustrations. 1 Landscape Architecture

Kramer, Jack. GARDENING AND HOME LANDSCAPING: A COMPLETE ILLUSTRATED GUIDE. Harper, 1971. 1 Landscape Gardening

Rosendahl, Carl Otto. TREES AND SHRUBS OF THE UPPER MIDWEST. U. of Minn. Press, 1955. 1 Trees - Middle West
2 Shrubs - Middle West

Zim, Herbert S. TREES, A GUIDE TO FAMILIAR AMERICAN TREES. Golden Press, 1956. 160 p. illustrations - maps.

Shows 143 species in color as a pocket guide featuring range maps and a key to identification. 1 Trees

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LOCAL GOVERNMENT

"City and State." (Filmstrip) NYT, 1965. 52 fr. b/w.

Discusses problems of state and local government being faced today.
1 State Government
2 Local Government

Eichner, James A. THE FIRST BOOK OF LOCAL GOVERNMENT. Watts, 1964. 61 pages.

Outlines some of the main forms of organization and functions of the thousands of countries, cities, towns, boroughs, villages, school districts, and special districts in the U.S. 1 Local Government

Marx, Herbert L. ed. STATE AND LOCAL GOVERNMENT. H. W. Wilson, 1962. 191 pages.

Volume attempts to explore the many layers of state and local government in the light of our present-day problems and governmental structure. Contents are: Local government today; Beyond the City: "Metro" and the Country; State Government; Compacts and Authorities; The Right to Representation; Role of the Federal Government; Bibliography. 1 Local Governments
2 State Governments

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PERSONAL FINANCE AND MONEY MANAGEMENT

Better Homes and Gardens, MONEY MANAGEMENT FOR YOUR FAMILY. Meredith, 1962. 208 p. charts. 1 Home Economics - Accounting

U.S. NEWS AND WORLD REPORT. HOW TO STRETCH YOUR INCOME. U.S. News and World Report, 1971. 222 p. charts - graphs.
1 Finances - Personal
2 Household Expenses

U.S. NEWS AND WORLD REPORT. INVESTMENTS - INSURANCE - WILLS - SIMPLIFIED. U.S. News and World Report, 1969. 240 p.
1 Economics
2 Insurance
3 Financial Planning

"Your Money and You." (Filmstrip). Money Management Institute, 1966. 72 fr. color.

Helps viewers develop sound attitudes toward money and a reasonable approach to solving family problems.
1 Home Economics
2 Money

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REAL ESTATE

U.S. NEWS AND WORLD REPORT. HOW TO BUY REAL ESTATE; PROFITS AND PITFALLS. U.S. News and World Report, 1970. 221 p. graphs - charts.
1 Real Estate Business

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MASONRY

Boy Scouts of America. MASONRY (Merit Badge Series) 1961, 60 p. illustrations.
1 Masonry

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WATER SUPPLY

Nikolaieff, George H. THE WATER CRISIS. Wilson, 1967. (The Reference Shelf v. 38, no. 6) 192 p.

Is a compilation of articles dealing with the nature of water; the water supply, pollution and other factors limiting it; methods of increasing supply, and sources of financing them.
1 Water Supply
2 Water Resources Development

Perry, John. EXPLORING THE RIVER. McGraw, 1960. 203 p. illustrations-maps.

Tours the river from its source to the sea; the Perry's investigate its path, watershed, plant and animal life, geology, geography, and ecology. Explains the river's effect on industry, commerce, agriculture, urban development, and conservation.
1 Natural History
2 Rivers
3 Water Supply

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Hosterman Career Development Committee, Career Development - Grade 7, Robbinsdale School District 281, August 1972.

Rush, Ola and Craig, Hazel, Homes with Character, Heath and Company, Boston, 1962.